

ATHLETIC

Vol. XV, No. 3 November, 1934



The Michigan System of Offense

Collegiate Football Attack—1934
(30 Diagrams)

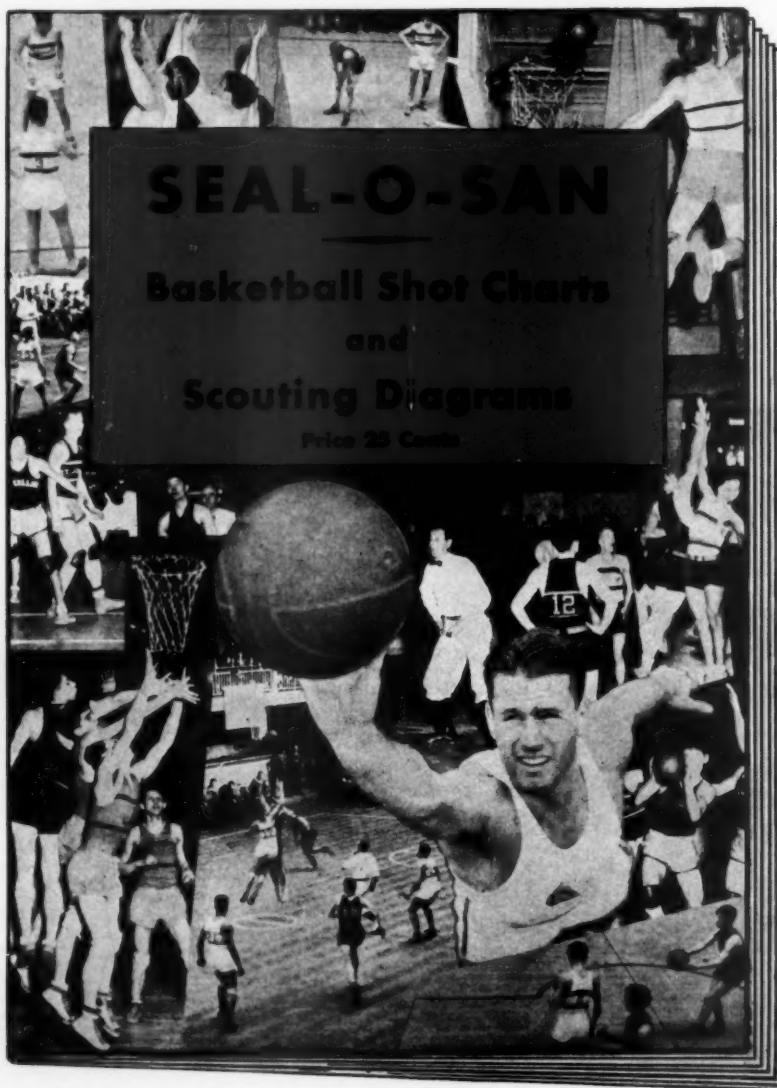
High School Football Offense—1934
(30 Diagrams)

Five-Man Figure 8 Continuities
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J-11

Berwanger, University of Chicago back, preceded by a blocker, charging through the University of Michigan line, in the Chicago-Michigan game at Stagg Field, Chicago, October 13th



International

The Michigan System of Offense in Football

PERHAPS one of the oldest systems of football that has survived the evolutionary changes in the game, brought about by the years and alterations in the rules, is that used at the University of Michigan. Fielding H. Yost, during his reign as coach at that institution, adopted it many years ago and brought it to a very high state of efficiency. Now, as Director of Athletics, he is seeing one of his former pupils, Harry Kipke, continue its use and development with outstanding success; so much success, in fact, that Michigan has held or shared the championship of the Western Conference for four successive years. Such a record could not have been attained without a sound fundamental system of football. The record alone speaks enough for the efficiency of the Michigan offense, which has put many a gray hair in the heads of opposing coaches who have had to cope with it year after year in the Middle West. Today it stands as one of the four most popular and satisfactory systems of football in the country.

When referring to the Michigan system of football, it is hard to separate the offensive from the defensive element, for one of the cardinal principles of the system is a marvelous defense. The latter holds a very important place in Michigan's scheme of things and must be considered in order to understand the offensive objective. Any team that undertakes to adopt this system must be prepared to stress its defensive game and develop it to a very high degree.

Basic Principles

ONE of the main principles of Michigan football is to let the opposing team

have possession of the ball in its own territory and then rely upon a strong Michigan defense to hold the opposing team in check until it makes a mistake in its own danger zone. The psychology of this plan is that, if the average team is kept down in its own end of the field, it will sooner or later make a blunder that Michigan can convert into a score. Usually one score is enough, for here again the sound defense is relied upon by Michigan to hold the opposing team in check. Usually the opponent, after having been scored upon and finding itself unable to gain ground consistently, will become desperate and reckless, and in so doing it is more likely than ever to make even more damaging mistakes, which Michigan again can convert into points.

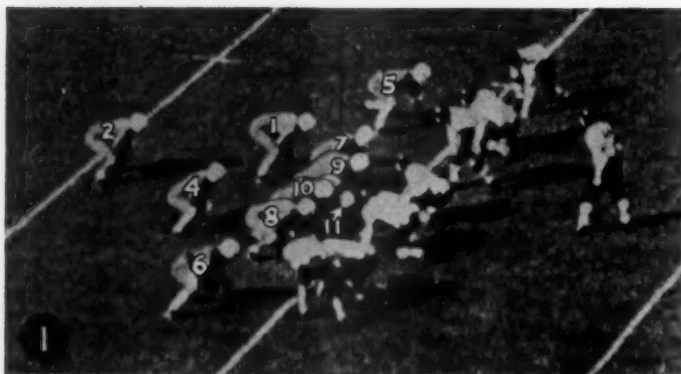
In order to carry out this program, much more is necessary than a good defense. The Michigan system is truly a football system in that the foot, or the

kicking game, plays an essential part. Every department of the punting game is emphasized and developed very highly, both defensively and offensively. Great kickers have been the rule rather than the exception at Michigan, and their kicks have been very important in carrying out the idea of letting the opposing team have the ball deep in its own territory. Playing against adequate punting, any team will have difficulty in working its way out to midfield. If, as a result of well executed plays, a team should succeed in advancing its position against Michigan, a well-placed kick right back to it usually puts it back where it started, and all of the ground previously gained has gone for naught. It is very discouraging to a team to take the ball deep in its own territory and, by dint of hard work, slowly move it out for a first down or two, only to lose it eventually and then have to watch a great Michigan kicker punt it right back deeper into its own territory than ever. All of the ground laboriously gained has been offset by a good, well-placed Michigan kick, and the opposing team has to begin all over again in its efforts to score.

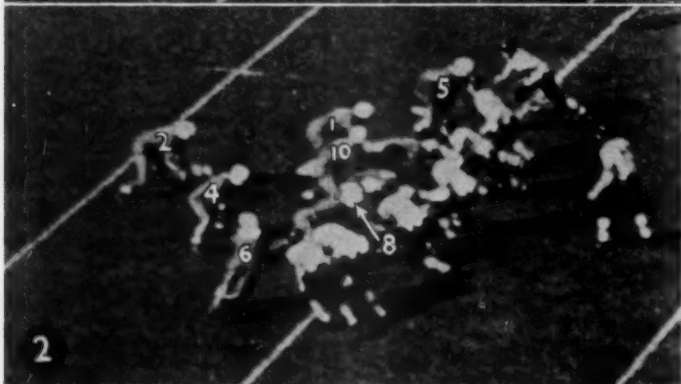
Disadvantages

FROM the foregoing discussion, the reader may get the idea that this system is unbeatable and wonder why it is not adopted by every coach in football. This style of football has some disadvantages and shortcomings that discourage its use among coaches. In the first place, it requires better than average personnel in order to form a suitable defense. It also calls for at least one punter who is well above the rank and file in his particu-

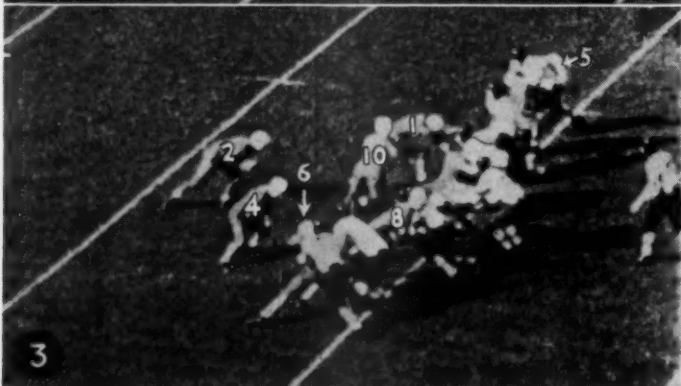
OF the four principal systems of offensive football in use today, two have already been covered in recent issues of this publication. The so-called Notre Dame system was discussed in the September issue and the single wing-back in the October issue. Presented here is an analysis of the punt-pass system as used by the University of Michigan. Although many other teams have employed the punt formation as a basis for the attack, Michigan teams have made the greatest use of its possibilities and have brought the punt-pass attack to its highest state of development.



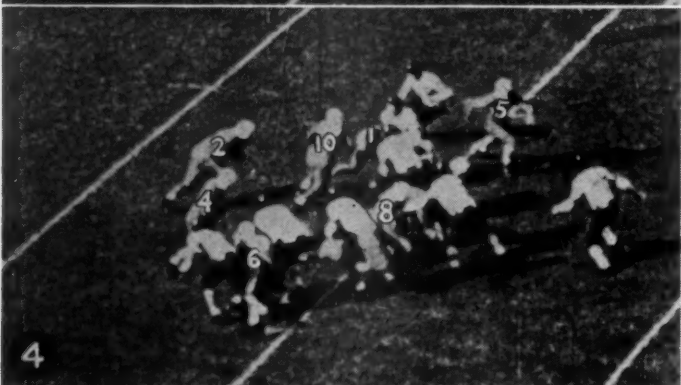
These pictures illustrate a line play from the punt formation by a Missouri Valley team. The tail-back, who fakes to his right, is too far behind the line to be visible in the pictures. Illustration 1 shows the initial position of the other players.



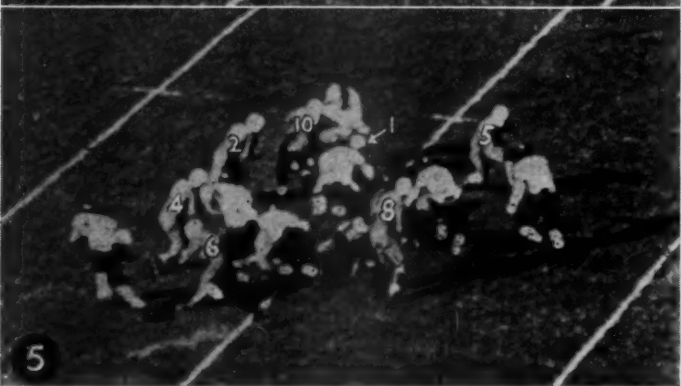
In Illustration 2, the ball is shown going to 2. The right guard, 10, is pulling out of the line to get into the interference. The right end, 6, is preparing to check the advance of the defensive end and tackle opposite him.



Back 2 has started toward the line in Illustration 3. Back 1 and the right guard, 10, are getting into the interference. The right tackle, 8, is going through for the secondary. The right end has checked the advance of the opposing tackle and end.



In Illustration 4, the left end, 5, is across the line and is going down for the secondary. The defensive left end and tackle, slowed down by 6, are now across the line, and 4 is preparing to block out the tackle.



In Illustration 5, the right tackle, 10, has blocked the opposing end and tackle out, 1 has taken the opposing guard in, and 2 is about to go through the hole between the defensive left tackle and guard.

lar department. Unless a football coach is blessed with these benefits, he should not try to adopt the Michigan system of offense.

Some coaches do not use this offense because, by its very nature, it is not a high scoring system. Seldom does a Michigan team pile up a big score on its opponents. This feature does not appeal to coaches who favor a free scoring style of attack.

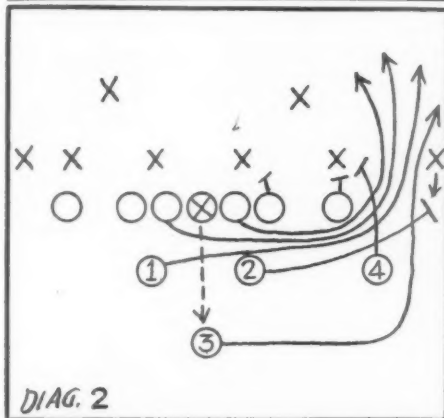
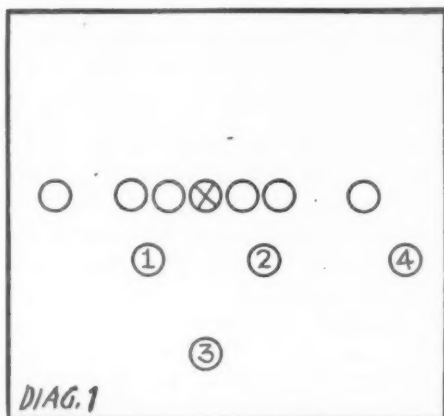
The most common objection to the use of the Michigan football system by other schools is the requirement of personnel. It takes good men to execute it. When a coach has these men, he cannot find a better way to bring out all of their ability than by using this type of play. But mediocre men cannot function very well with it and usually do a little better work under some other system that does not require advanced ability.

As a general rule, this style of football does not roll up a large amount of yardage during the course of the game. It is not a smashing, driving offense that comes down the length of the field, a first down at a time. However, it probably scores more points in proportion to yardage gained than any other football system in the world. By waiting and playing for a break of the game, Michigan gets possession of the ball in a favorable position and usually scores without having to carry the ball a great distance. The idea is to save energy and punch until it is most needed and does the most good. An intelligent rule that would fit in with almost any style of football!

Details of the Offense

MICHIGAN'S offense is run from a balanced line and any one of several formations in the backfield. All of the formations have depth in that one man is always well back of the line of scrimmage. This depth serves a number of purposes. It provides a constant threat of a kick or a pass on any play, which forces the defense to play rather deep in order to guard against them. The pass and the kick are real threats, too, and these, combined with the idea of waiting and taking advantage of every break, have given rise to the "punt, pass and prayer" nickname frequently given this type of football.

Deception and the effective execution of plays, rather than the bruising, pounding, powerhouse type of football, are to be found in the Michigan offense. The individual plays when viewed by themselves do not seem to have any hidden magic that makes them wonderful plays. They are really quite simple. It is when they are taken as a whole and when it is seen how widely they may strike from almost any set formation, any position on the field, that the effectiveness of the system becomes evident. The defense, which tries to protect itself against all of the possibili-



ties, consequently is not exceptionally strong at any one point, and with able backs Michigan can then make almost any play work well.

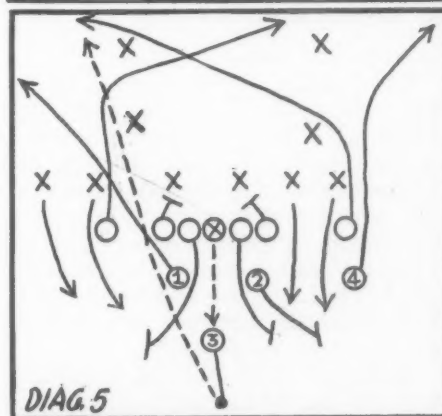
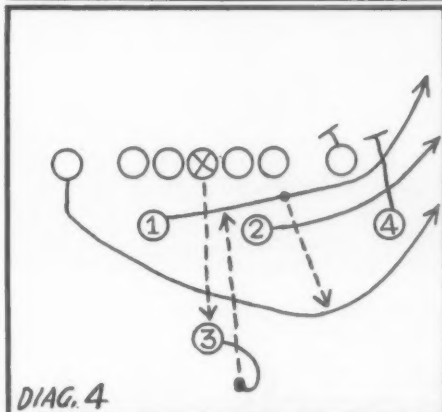
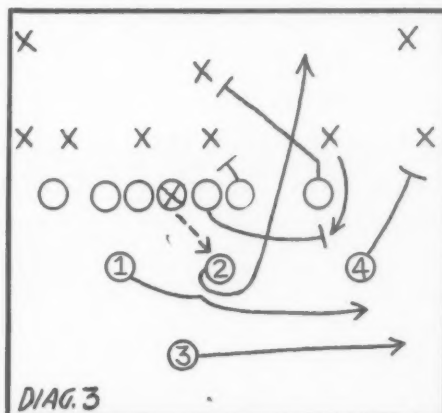
Running Plays

ONE of Michigan's favorite formations that gives the defense a difficult job in handling it is shown in Diagram 1. The backfield is spaced. The backs are well apart and cannot be jammed together and spilled by a single crashing lineman. This formation is very hard to bottle up because of its looseness.

There are a number of good running plays used from this formation and they are made even better by being coupled with several very good passes from exactly the same formation. It may easily be seen why this formation is so effective for passing. The balanced line allows both guards to come out to block for the passer, giving him adequate protection, while at least four or possibly five eligible receivers are down the field. These receivers are loose at the outset and are in very good positions to run into any area of the defensive zones. They may be thrown out so far and so widely scattered that an ordinary zone defense against passes will not suffice, and a man-to-man system of covering must be used. In that case a fast Michigan back may outrun an opponent trying to cover him man-to-man. At least one of Michigan's potential receivers may be expected to turn out to be faster than the particular defensive man assigned to cover him. That man will repeatedly be in the clear for a pass, and

there really is not very much that can be done about it, either. The other men of the defense are well occupied in trying to keep the other receivers covered and are not able to lend a hand to their mate who cannot keep up with his Michigan opponent.

Three of the men in the backfield are in position to get the ball directly from center, and this requires the defensive line to watch all three closely to guard against quick plunges by any one of them, or spin-



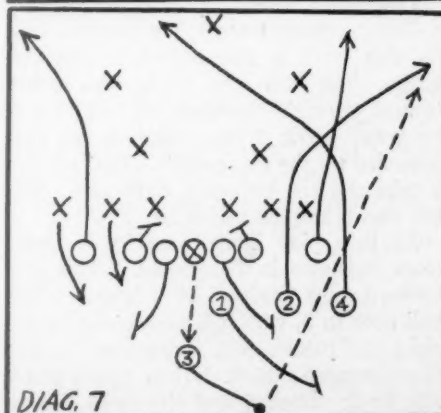
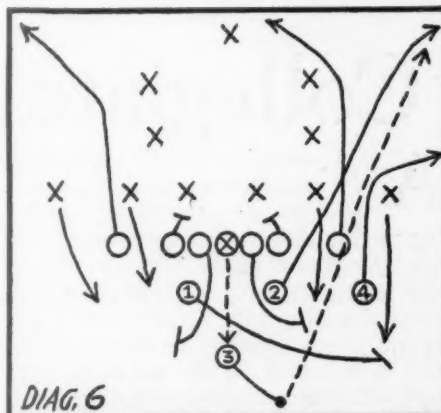
ners and double handling of the ball between them.

It may be seen how important it becomes that the man in the back position on this formation be versatile and a real threat to the defense. Otherwise the defense could discount his presence there and crowd up close to the line to bottle up the other three backs. However, if the tail-back is a good punter, his presence in the kicking position forces the defense to main-

tain a safety man to handle a possible punt. If he is a dangerous passer he will cause the rest of the secondary to drop back to protect and, lastly, if he is an effective ball-carrier he can always have the edge over the defense, which cannot be certain just what he will do until it is too late to stop him and which has to be on guard against almost everything.

Michigan uses the formation shown in Diagram 1 more often than any other and runs it both left and right. The backs are interchanged in various positions in the backfield, according to their individual abilities in relation to the requirements of a particular play. The other formations occasionally employed are the usual deep or close punt formations and a variation of the double wing-back system from a balanced line with the wing-backs very wide. As a general rule, however, the formation outlined in Diagram 1 is the main one and the distinctive part of the Michigan system.

A good, sound off-tackle play may be run from this formation. There are several ways to run the blocking assignments, but the one shown in Diagram 2 is frequently used. One blocker, 2, usually handles the defensive left end. The two men, the right end and 4, on the defensive left tackle keep him well to the inside. Both guards pull out of the line and lead the ball-carrier. There are three men, the guards and 1, ahead of the ball, and as the ball turns up it seems to the defense as if an army of men were ahead of it. When this play works, as a result of the effective blocking out of the de-



fensive end and tackle, it is usually good for long distances or a touchdown.

Spinner plays and laterals are very good when used from this formation, and combinations of the two are difficult for opposing teams to handle. A typical spinner buck is shown in Diagram 3. Back 2 gets the ball and spins, faking to 1, who has come over and followed the tail-back, 3, as if he had taken the ball. Meanwhile, the right guard has pulled out to block the defensive left tackle. Back 2 continues the spin and plunges inside the defensive left tackle. The right end goes through for the defensive center backing up the line, and the right tackle blocks the defensive left guard in.

The possibility of a wide run by 1, if he has the ball, or a lateral pass from him to the tail-back, 3, is so dangerous to the defense that it is important for any team using the Michigan offensive system to have these plays to go with the one diagrammed. Because of the strength of the lateral pass, it may gain considerable yardage.

Pass Plays

SOME idea of the tricky passing plays that may be used from this same formation may be had from the play illustrated in Diagram 4, which, when well executed, is dangerous to the defense as well as beautiful to see. It provides for a

submarine pass from the tail-back to 1 behind the line of scrimmage. Back 1, after getting the ball, runs a few strides, trying to pull the defensive tackle and end in to down him. Meanwhile, the left end has come around behind the line and is well back of 1, who then flips a lateral pass or backward pass to him.

This discussion gives only a small idea of what may be done with this type of football. Hundreds of basically sound and tricky plays may be devised for this one formation alone. For passing, it is ideal. Michigan is feared for its deadly passes

(Continued on page 30)



Maniaci of Fordham going around end for a short gain during the first quarter of the game between Fordham and St. Mary's at the Polo Grounds, New York City, October 20th

Collegiate Football Attack—1934

AS in previous years, THE ATHLETIC JOURNAL presents in its November issue some of the best plays being used during the current football season by representative college and university teams. A study of these plays indicates that this year a wider use of the lateral pass is being made than ever before, both behind the line and in the open field following a forward pass.

Diagram 1 shows a play being used by a Texas college team. The huddle used by this team is also shown in the diagram. The ball goes to 1, who drives toward the right, handing the ball to 4 as he goes. Back 4 runs wide to the left, preceded by the two guards. Backs 2 and 3 take out the opposing right end. The left end takes the tackle in.

Another play being used by a Texas team is shown in Diagram 2. This is a forward pass followed by a lateral. The ball goes to 3, who fades back and to the right and passes to 1, just across the line of scrimmage. Back 1 then passes laterally to 2. Back 4 and the right end go

down for the secondary defense.

An off-tackle play to the short side being used by a Louisiana team is shown in Diagram 3. Back 3 takes the ball from center, fakes to the right and then goes to the left, crossing the line just outside the defensive right tackle, preceded by the lineman on the right of center. Backs 1 and 2 block the defensive right end out. The left end takes the opposing tackle in. Back 4 and the right end and tackle go down for the secondary.

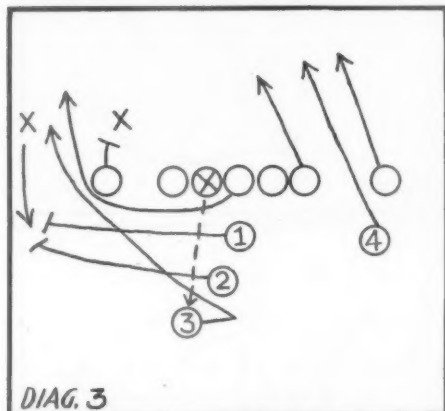
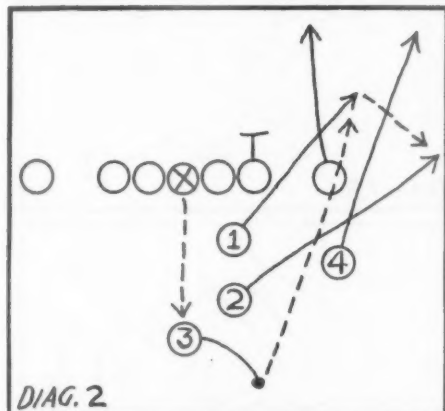
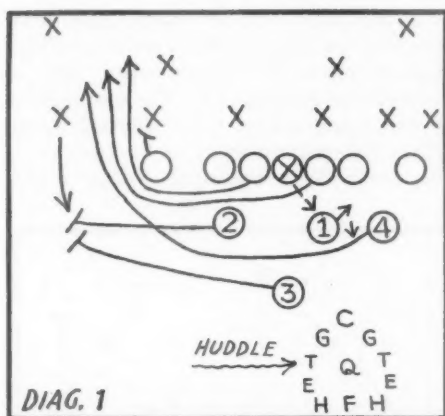
Diagram 4 shows another play being used this year by a strong Louisiana team. The ball goes to 2, who spins, fakes to 4, passes to 3 and then protects to the right. Back 3 retreats and throws a long pass to 1, who has sneaked through the center of the line. Back 4 protects to the left. The two ends go down the field and hook in. The left end takes the safety man out of the play.

In Diagram 5 is shown a pass play being used by a university in Alabama. Back 3 takes the ball from center, spins, drives toward the line and hands the ball

to 4. Then 4 fades back and throws a forward pass to 3, who has continued his course down the field. Backs 1 and 2 and the right guard protect the passer.

An end-around play used by an Alabama team to defeat an important rival is shown in Diagram 6. The ball is snapped to 3, who spins and gives it to 2, who in turn gives it to the left end. The left end goes across the line outside the opposing left end, preceded by the two guards, who have pulled out of the line. Backs 1 and 4 take out the defensive left end.

A play from the spread formation being used by a college in Arkansas is shown in Diagram 7. The right end is out about 10 yards from the right tackle. Back 4 is about a yard behind the line and just inside the right end. The ball goes to 1, who spins and hands it to 2, swinging around to the left. The right guard pulls out and helps 3 with the defensive right end. The left guard goes around to help the left end with the opposing tackle. Back 2 carries the ball off the defensive right tackle. Back 4 and the right end



go down for the secondary.

A lateral pass play being used by a Tennessee university is shown in Diagram 8. The fullback, 2, takes the ball from center and bucks into the line, giving the ball to the quarterback, 1, as he goes. Before the ball is snapped, 3 starts backing up. He also does this when the play is a buck into the line. Back 1 then laterals to 3 beyond the end. Both guards pull out of the line to run interference.

A pass being used by a Georgia college team is shown in Diagram 9. The play starts like a regular wide sweep. The ball is passed to 1, who spins and gives it to the left wing-back, 2. The left wing-back then runs to the right about 15 yards and passes to 1, who has faked to block the defensive right tackle and then worked out toward the open.

In Diagram 10 is a play being used by a South Carolina university. Back 2 takes the ball, spins, fakes to 1 and then gives the ball to 3, who delays until after 1

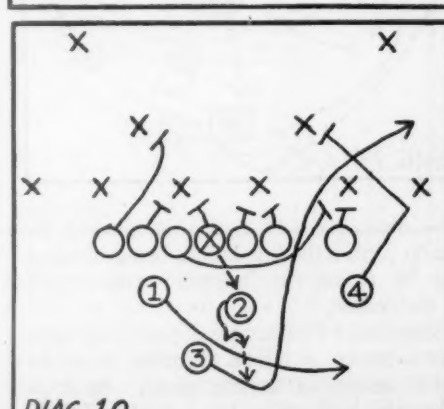
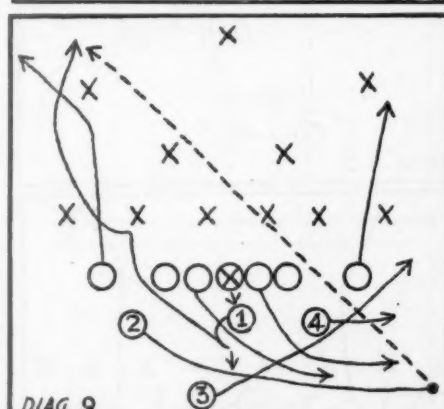
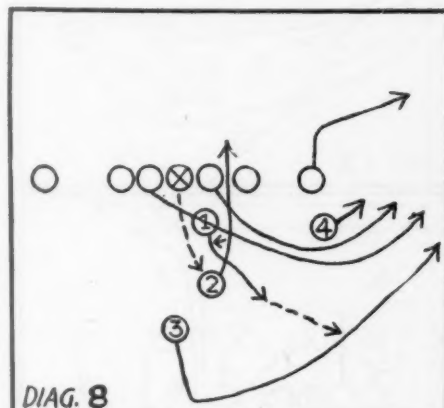
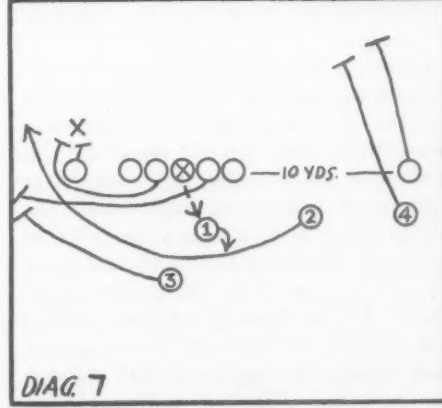
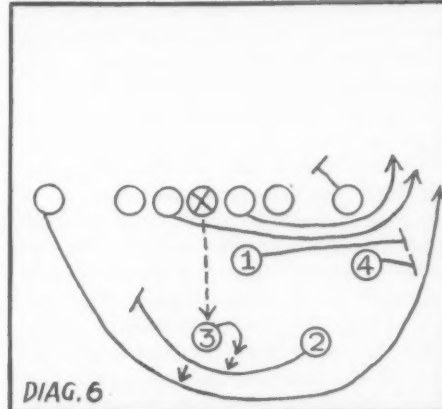
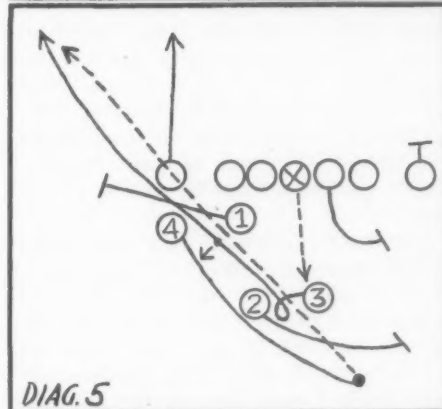
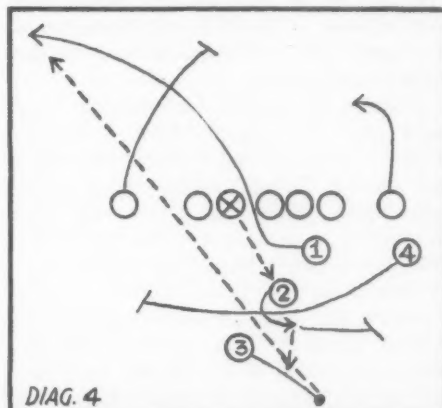
has passed between him and 2. Then 3 goes through the line inside the defensive left tackle. Back 4 feints at the end opposite him and then goes through for the

across for the defensive center.

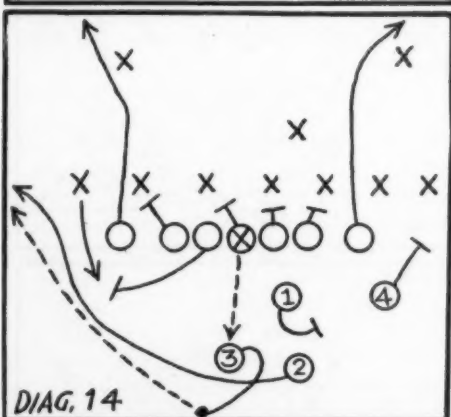
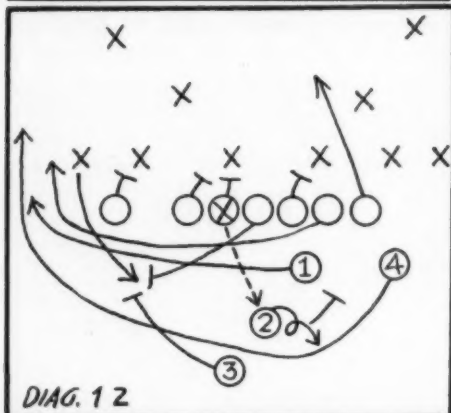
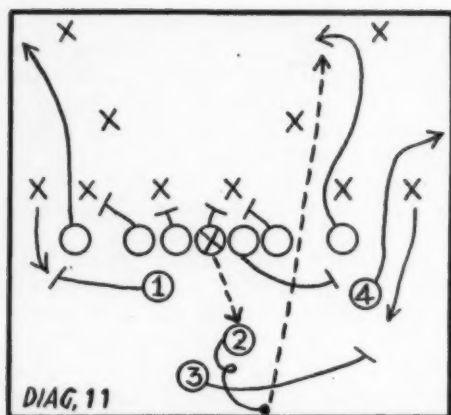
Another play being used this year by a South Carolina team is shown in Diagram 11. This is a forward pass following a spinner. Back 2 takes the ball, spins, fakes to 3 and then fades back to pass to the right end. The left end and 4 go down as possible pass receivers. The right guard, 1 and 3 protect the passer.

Plays being used by three different college teams in North Carolina are shown in Diagrams 12, 13 and 14. A sweeping end run to the short side is shown in Diagram 12. The ball goes to 2, who spins and hands it to 4. Then 2 blocks to the right. Back 4 runs wide to the left, preceded by a lineman and a back, as indicated in the diagram. Back 3 and a lineman take out the defensive right end.

A cut-back inside the defensive right tackle is shown in Diagram 13. Back 3 takes the ball from center, starts to his right and then follows 2 through the hole.



defensive fullback. The right end and the left guard team on the defensive left tackle. The right tackle and guard team on the guard opposite. The left end goes



The defensive left tackle is allowed to charge across the line before being blocked out by 1 and the lineman on the right of the center.

Diagram 14 illustrates a pass play used this year by a North Carolina team to score against a strong rival. Back 3 takes the ball, spins, fakes to 2 and then

fades back to pass to 2 after the latter has crossed the line of scrimmage. The defensive right end is allowed to charge across the line before he is checked by the left guard. The two ends go down as possible pass receivers. Backs 1 and 4 protect to the right. The left tackle blocks the defensive right tackle.

Diagram 15 shows a forward pass play being used by a team in New Jersey. Back 1 takes the ball from center, spins and fakes to 2 and 3 as they go into the line. Then 1 fades back and to the right and throws a pass to 4. The success of this play depends largely upon the effectiveness of the fake by 1, 2 and 3.

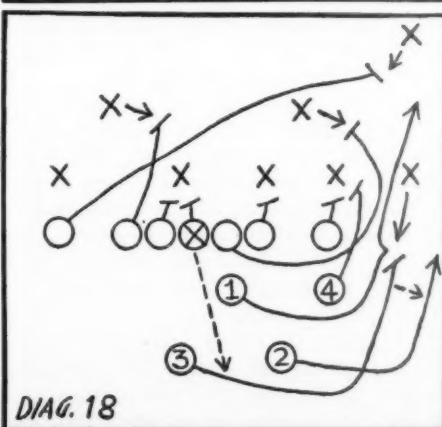
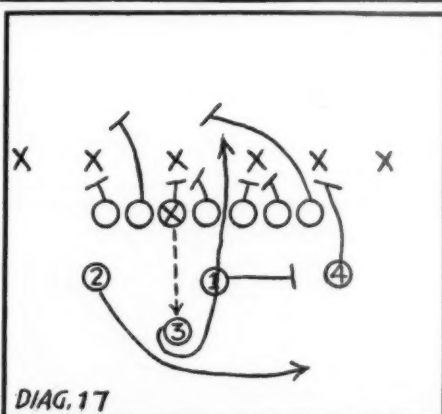
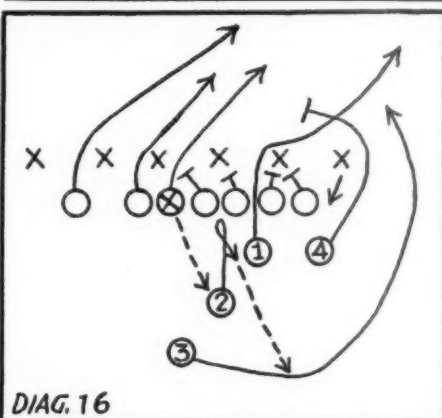
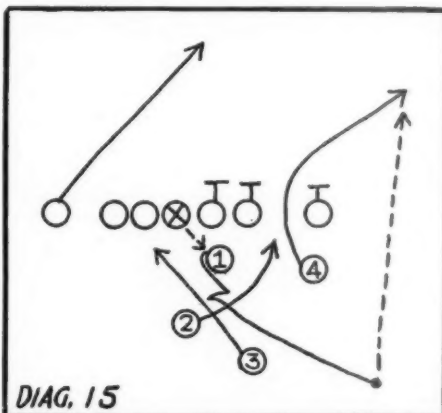
Among the teams in and around Philadelphia, Glenn S. "Pop" Warner's Temple University squad is one of the strongest and most colorful. Temple's offense is typically Warner—double wing-back with many spinners, reverses and double reverses. The quick kick is playing an important part in this team's offense. Warner has a new innovation this year. He has sewed a white patch on the trousers seat of the interferers so that the ball-carrier can follow them by looking at this spot.

A successful play used by a team in the Philadelphia area is shown in Diagram 16. The ball goes to 2, who starts into the line as on a plunge. Just before he hits the line, however, he passes backwards to 3, who runs wide around the defensive left end. Back 1 goes through the line and later joins 3 as an interferer. Back 4 and the left end, as well as the center and left guard, go down for the secondary. The other linemen block to the front.

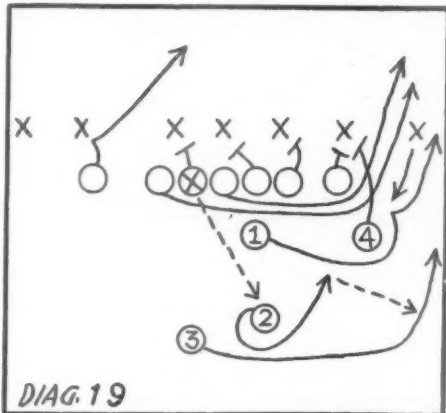
A spinner from the double wing-back formation used by a team in this area is shown in Diagram 17. Back 3 takes the ball from center, spins and fakes to 2, who runs to the right. The center and the three men on his right team on the two guards opposing them, as shown in the diagram. Back 3 goes through the hole opened for him by the linemen. The right end goes behind the defensive line to take out the first man backing up the line. This formation is also used for end runs, 2 taking the ball from 3 and running wide to the right.

Another play used by a team in the Philadelphia area is shown in Diagram 18. This is a lateral pass from the Notre Dame formation. Back 3 takes the ball on the run, starts to his right, cuts in as if going off tackle and then throws the ball laterally to 2, who has run wide to the right. Back 1 fakes at the defensive left end but goes down the field to interfere for 2. The right guard pulls out and goes around the line for the secondary. Back 4 helps his right end with the opposing tackle. The left end cuts diagonally across the field to take out the defensive left halfback. Back 3, after passing to 2, takes care of the defensive left end.

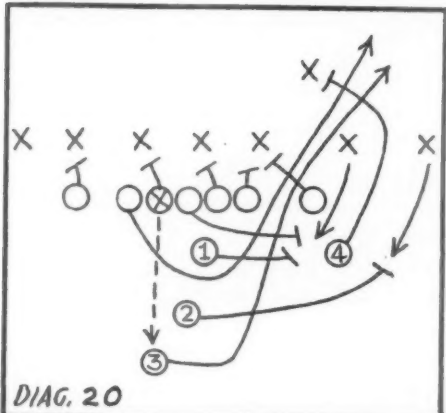
A somewhat similar lateral pass play used by an eastern Pennsylvania college team is shown in Diagram 19. This is from an unbalanced line. The ball goes to 2, who spins, faking to 3. Then 2 starts off tackle and passes laterally to 3, who has run wide to the right. Back 1 and



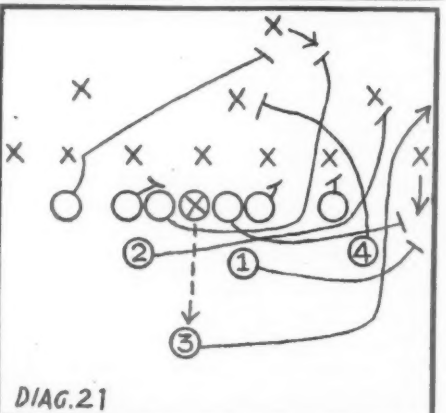
the two linemen on either side of center act as interferers. The wing-back and the right end team on the tackle opposite. The defensive left end is allowed to charge across before being turned in by 1. The left end feints at the opposing tackle and then goes down for the secondary.



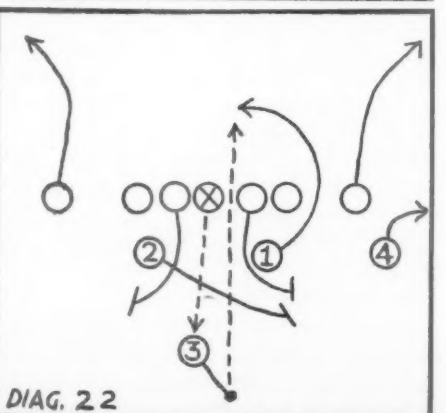
DIAG. 19



DIAG. 20



DIAG. 21



DIAG. 22

Another college team in eastern Pennsylvania is using the play shown in Diagram 20. Back 3 takes the ball, starts to his right and then cuts back inside of tackle, preceded by the lineman on the left side of the center. Back 1 and the lineman on the right of the center allow the defensive left tackle to charge through before blocking him out. The defensive left end is also allowed to charge through and is then turned out by 2. Back 4 goes around for the secondary. The right end and tackle team on the defensive lineman opposite.

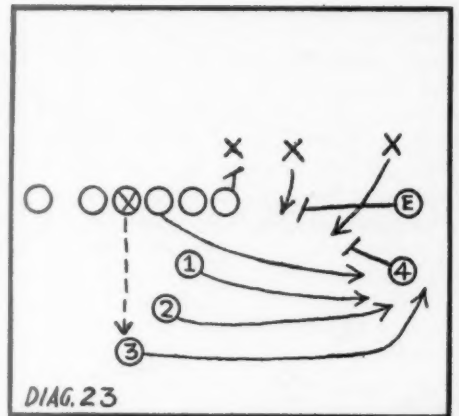
Diagram 21 shows an off-tackle play used by a Middle Western team. Three backs are parallel to the line of scrimmage, as indicated, and the deep back is 6 yards behind the line. The ends are split away about 3 yards. The offensive right end turns the opposing tackle in. Back 4 goes through and turns the defensive fullback to the left. The right guard and 1 take the defensive left end out. The left guard and 2 lead the play through the hole close on the defensive left tackle, the left guard going down for the safety and 2 taking out the defensive left half. The left end momentarily checks the opposing tackle and then goes down for the safety. Back 3 carries the ball as indicated in the diagram.

Another play being used by a team in the Middle West is shown in Diagram 22. This is a pass. The ends go down and hook out. Back 4 goes flat to the strong side. Back 1 hooks in behind the line. Back 2 comes across to the right to block, and the two guards drop back to block. Back 3 passes to 1, who is behind the defensive line, or 3 may pass to either of the ends or to 4.

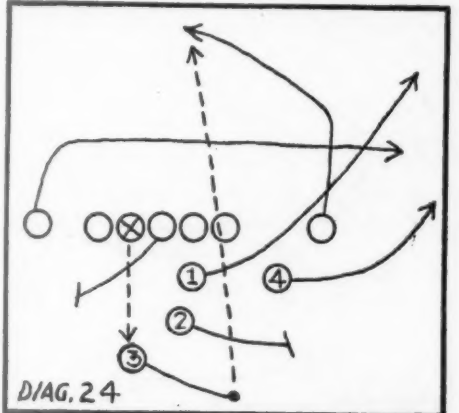
A wide end run to the strong side being used this year by a Western Conference team is shown in Diagram 23. The right end and 4 take positions out wide on the flank. The right end slides in, comes to a stop and then drives in on the defensive left tackle as the ball is snapped. Back 4 drives the defensive left end in. Backs 1 and 2 and the strong-side guard lead the interference. Back 3 receives the ball from center for a wide end run, as indicated in the diagram.

Diagram 24 shows a forward pass that is being used by a Middle Western team. The weak-side end goes across deep behind the defensive line of scrimmage. Backs 1 and 4 go down and out to the strong side, as shown in the diagram. The strong-side end goes down and angles over to the weak side. Back 2 protects the passer to the strong side, and the strong-side guard protects to the weak side. The pass may be made to the strong-side end, as indicated, or to 1, 4 or the weak-side end.

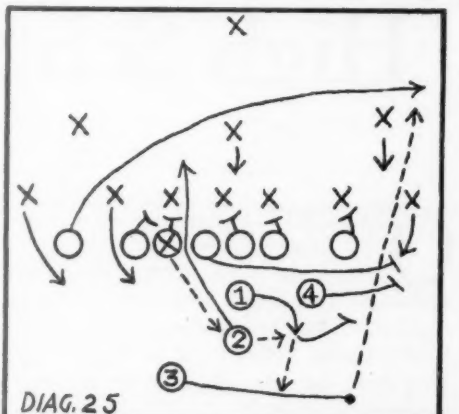
Diagram 25 shows a play being used by one of the strongest teams in the Middle West. Incidentally, the winning touchdown in an important intersectional con-



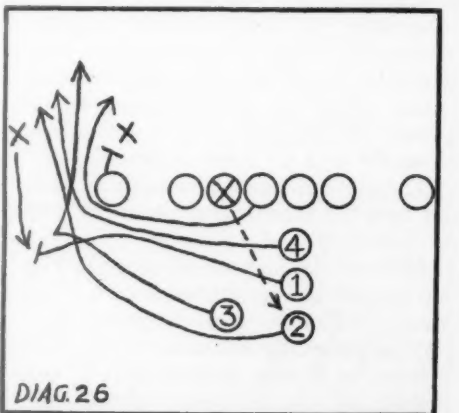
DIAG. 23



DIAG. 24

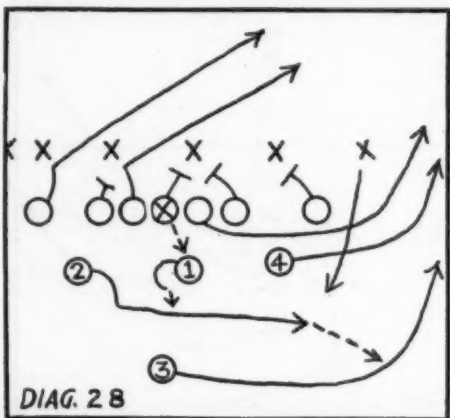
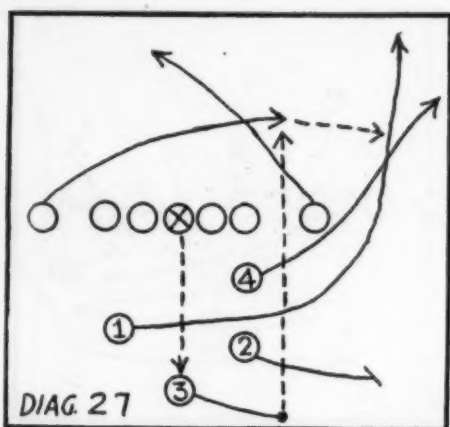


DIAG. 25



DIAG. 26

test was scored on this play. It is a lateral or backward pass followed by a forward pass. Back 2 takes the ball and passes it laterally or back to 1, who has pivoted to the outside. As the fullback, 2, goes into the line, 1 flips the ball to

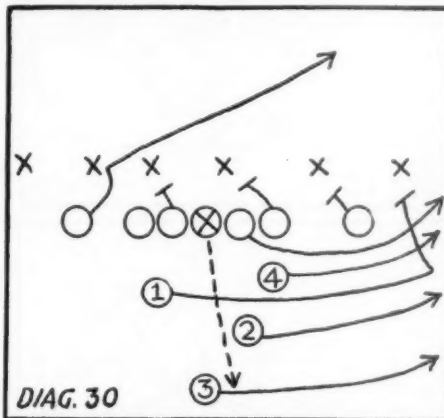
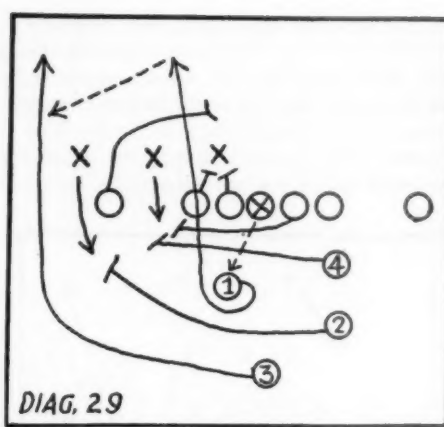


the deep back, 3. The defensive secondary is drawn in by the fullback's fake. Back 3 runs to his right and passes to the left end, who has cut across behind the defensive line to the strong side. The wing-back and the strong-side guard block the defensive left end.

Diagram 26 shows a formation used by a Western Conference team. The play goes off-tackle to the weak side. Backs 4, 1 and 2 are in tandem on the strong side. Back 3 is directly back of center and just a little to the front of 2. The strong-side end plays wide. The weak-side end blocks the opposing tackle in. Back 3 fakes to take the defensive right end out, but cuts through for the secondary. Back 1 comes across and turns the defensive right end out. The strong-side guard and 4 lead the interference close, just on the outside of the defensive right tackle. Back 2 receives the ball from center and cuts inside the defensive right end.

Teams in the Missouri Valley are this year using the plays shown in Diagrams 27, 28, 29 and 30. Diagram 27 illustrates a forward pass followed by a lateral. Back 3 takes the ball from center, fades back and to his right and passes to the left end, who has cut across behind the defensive line. The left end then passes

(Continued on page 31)



High School Football Offense— 1934

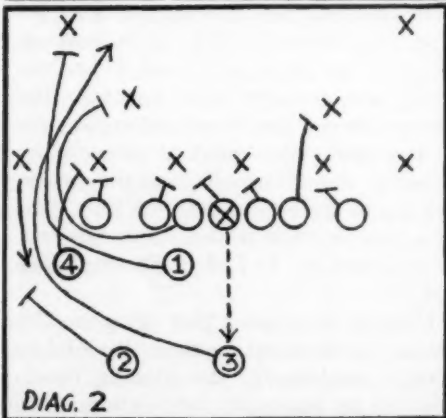
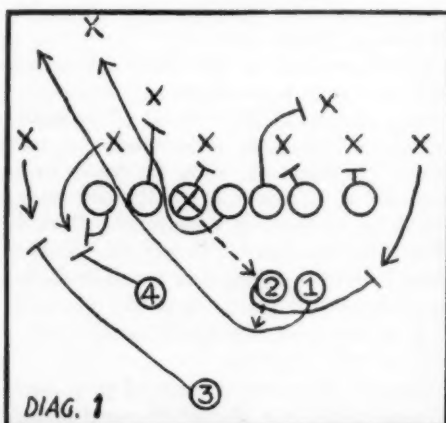
OFFENSIVE formations being used by high schools this season are much the same as in past years. The single wing-back seems to be the most popular. Then follow the punt and the Notre Dame systems, with the double wing-back the least popular of the four outstanding systems.

Lateral passes both behind the line of scrimmage and down the field are being used, perhaps more than in previous years. Laterals are also being combined with forward passes to gain yardage. Double passes behind the line and double laterals down the field are not uncommon.

The plays presented here are those being used this year by representative teams in various parts of the country.

Many of the high school teams in Florida are coached by graduates of the University of Florida. Since the state university employs the so-called Notre Dame system, it is only natural that a large number of the secondary school teams should also use that system. However, some teams use the so-called Warner system and others use the semi-punt and single wing-back systems.

A large high school on the east coast of Florida, which early in the season jumped into the lead over its conference rivals,

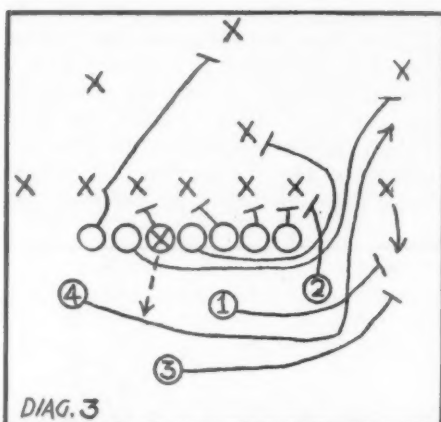


employs a modified semi-punt formation with an unbalanced line. This team makes good use of power plays. One of the running plays used against a 6-2-2-1 defense is shown in Diagram 1.

The ball goes to 2, who half spins and gives it to 1. Back 1 then cuts inside or outside the defensive right tackle, who has been allowed to charge across the line, only to be taken out of the play by the left end and 4. Back 3 takes the defensive left end out. The ball-carrier cuts wide after passing the line of scrimmage. Back 2, after passing to 1, protects to the right. The lineman on the right of center pulls out and leads the play.

A large high school on the Florida west coast uses the off-tackle play illustrated in Diagram 2. The ball goes to 3, who runs to his left and cuts through the line outside the defensive right tackle. Back 4 and the left end take the opposing tackle in. The left guard pulls out and goes around to take the man backing up the right side of the defensive line. Back 2 takes care of the defensive right end alone. Back 1 takes the defensive right half.

Another Florida west coast high school team has successfully used the play shown in Diagram 3. The ball goes to 4, who is in motion to the right before the ball is



snapped. Backs 1 and 3 block out the defensive left end. Back 2 and the right end block the defensive left tackle in. The right guard, the lineman on the right of the center, pulls out and goes around behind the line to block one of the secondary men, as indicated in the diagram. The left guard, the lineman on the left of the center, pulls out and takes the defensive left halfback. Back 4, with the ball, cuts off tackle.

Diagram 4 illustrates a forward-lateral play from punt formation used successfully this year by a small high school on the west coast of Florida. The ball goes to 3, who passes to the right end. The right end then laterals the ball to 2, who has run wide. Back 4 goes down to decoy the defensive left half out of the play.

High school and military academy teams of South Carolina are making good use this year of power plays, mostly off tackle. A military academy in the western part of

the state is running power plays, with a little deception, from the short punt formation. A high school team down on the coast is using a very effective pass from single wing-back formation. One of the stronger teams of the central part of the state is using a reverse off-tackle play to the strong side very effectively. Another is using a reverse end run to the weak side with strong interference. Practically all of the single wing-back formations are with an unbalanced line. One military academy team on the coast which has been using the double wing-back is gradually substituting the single wing-back in an attempt to gain greater power.

Diagrams 5, 6 and 7 illustrate plays being used in New York State. A high school team in the south central part of the state employs a forward-lateral pass play from the so-called Notre Dame formation, as illustrated in Diagram 5. The ball is snapped to 3, who spins to his right, faking to 2 and then fading back two steps before throwing a forward pass. The left end goes straight down the field and fakes at the defensive right halfback.



He then cuts sharply to the right to receive the ball from 3. Then he passes it laterally to the right end, who has gone out to his right and then cut back to the left.

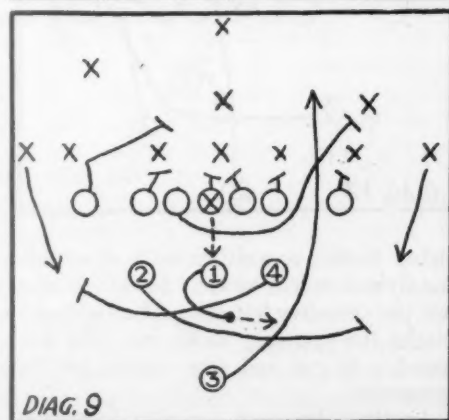
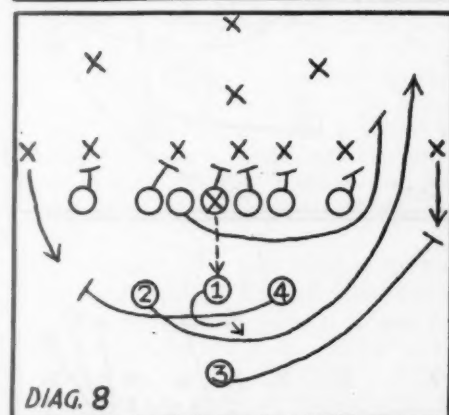
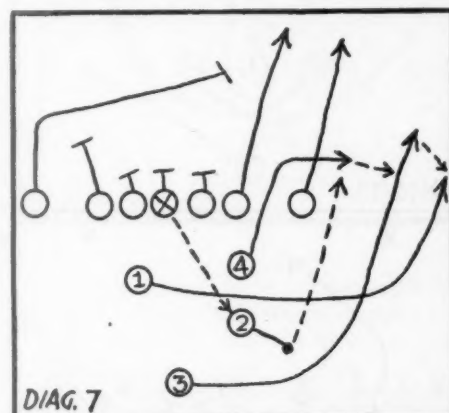
A large high school in the central part of New York State employs the double spinner shown in Diagram 6. The ball is snapped to 3, who spins to his right as 1 spins to his left. Back 4 fakes to take the ball from 3 on a reverse. Back 2 spins to his right and then blocks the defensive right end. The left end checks the tackle opposite him. The left guard goes directly for the nearest man backing up the line. The center and the right guard block the defensive man in front of the center. The inside tackle takes the man opposite. The right end checks the defensive left tackle. The right tackle leads the play through the hole between the defensive right tackle and right guard. Back 3 spins all the way around and then hits through the hole as indicated in the diagram.

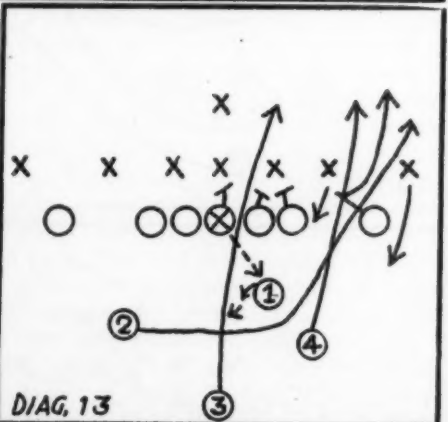
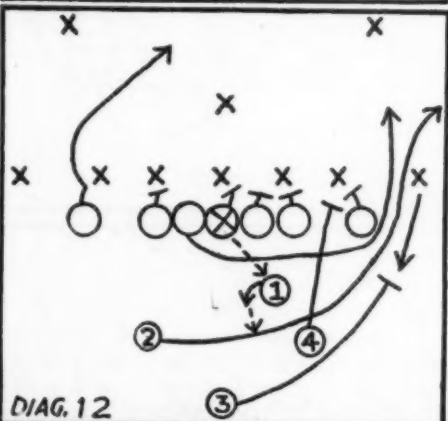
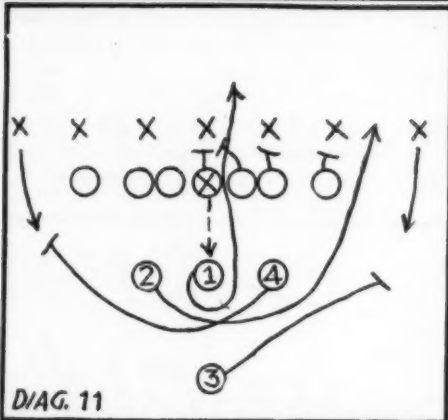
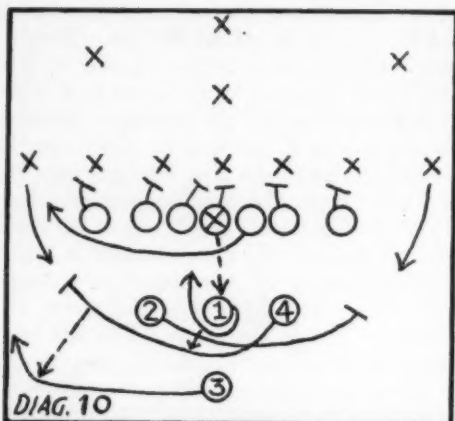
Diagram 7 illustrates a pass play from punt formation used by another high school in central New York State. The

ball is passed by the center to 2, who is about $4\frac{1}{2}$ yards behind the line. Back 2 then takes a step backward and to his right and throws a forward pass to 4, who has stepped across the line of scrimmage and a couple of yards to his right. Back 4 then immediately flips a lateral pass to 3, who, from the kicking position, has started wide around the defensive left end. Back 1 trails 3 and places himself in position to receive another lateral pass down the field. The right end and tackle go down to act as interferers. The left end goes across to help take out the secondary.

From the north central part of Kansas come the high school plays shown in Diagrams 8, 9, 10 and 11. They have caused no small amount of trouble to defensive teams of their section.

In Diagram 8, the ball goes to 1. Back 1 spins and fakes to 4, who comes around and blocks out the defensive right end. Then 1 gives the ball to 2, going to the





right. Back 2 goes either inside or outside the defensive left tackle. Back 3 blocks out the defensive left end. The right end blocks the opposing tackle in. The left guard pulls out and goes around for the secondary.

Another play from a similar formation

is shown in Diagram 9. Back 1 takes the ball from center, spins and fakes to 2 and 4, who crisscross and block out the defensive ends. Then 1 hands the ball to 3, who bucks inside defensive left tackle, with the left guard leading the play.

A lateral behind the line is shown in Diagram 10. Back 1 takes the ball, spins and fakes to 2, who blocks out the defensive left end. Then 1 hands the ball to 4, who crisscrosses with 2. Back 4 laterals to 3 and blocks the defensive right end. The right guard pulls out to the left and leads the play.

Diagram 11 shows a spinner play by 1. The ball goes to 1, who spins and fakes to 2 and 4, who crisscross as in the three previous diagrams. Back 2 fakes a play off tackle, while 4 blocks the defensive right end. Back 3 blocks the defensive left end. Back 1 keeps the ball and bucks over center, with the line shoulder-charging straight ahead.

Diagrams 12, 13 and 14 illustrate a series of three plays used this year by a high school in the southwestern part of Idaho. These plays, as the diagrams show, are fakes from punt formation. The play shown in Diagram 13, it is said, was designed by members of the team and worked so well the first time it was used that the ball-carrier had reached the safety man before the opposing team was able to locate the ball. Touchdowns have been scored from midfield on this play. It depends on having a good punter who has been kicking on first, second or third down. It depends also on deception by the backfield men. This series of plays was designed to take advantage of the particular abilities of certain players.

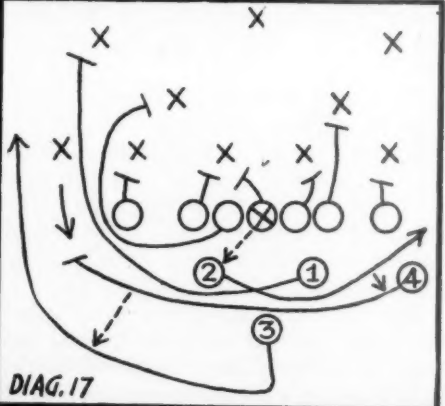
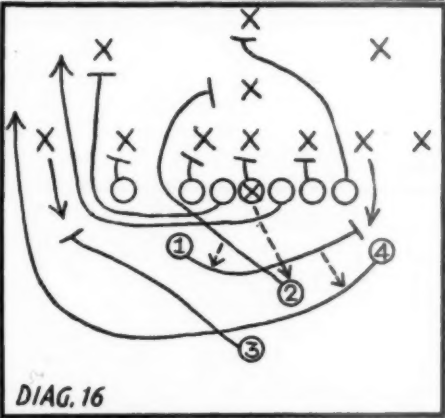
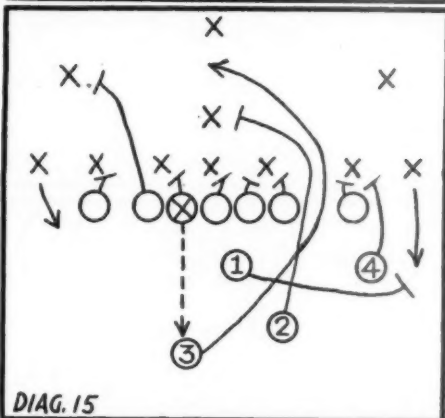
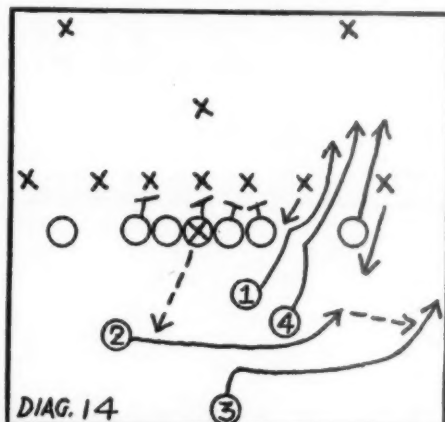
In Diagram 12, 1 takes the ball from center, half spins and hands it to 2, who runs off tackle. Back 4 and the right end block the opposing tackle, and 3 turns the defensive left end out. The offensive left end fakes at the opposing tackle and then goes down for the secondary.

In Diagram 13, 1 receives the ball from center, fakes to 2 and gives the ball to 3, who smashes through the line. The right end fakes at the opposing tackle and then allows him to charge through, while the end himself goes down for the secondary. The defensive left end is also allowed to charge through, while 4 goes down the field to help take out the secondary. The right tackle and guard take out the opposing guard, and the center turns the opposing center to his left.

Diagram 14 shows the third play of this series. Back 2 receives the ball from center and starts to the right as on an off-tackle play. Back 3 takes three steps forward to suck the defensive left end in and then cuts wide to receive a lateral pass from 2. Backs 1 and 4 and the right end go down the field as interferers.

Diagrams 15, 16 and 17 illustrate plays being used by high school teams in Denver, Colorado. An off-tackle slant with

a cut-back is shown in Diagram 15. It has been used for consistent short gains. The play gets under way rapidly with 1 going to the right to take out the defensive left end. Back 2 leads the play through the line, taking out the defensive fullback. The ball-carrier, 3, drives through the line inside the defensive left



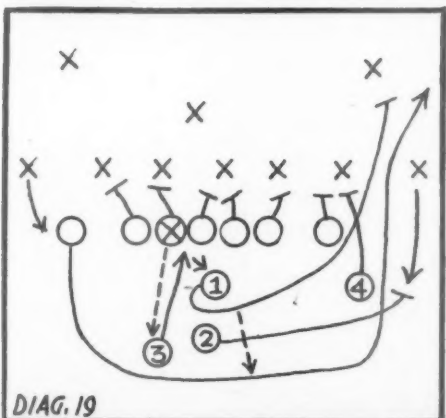
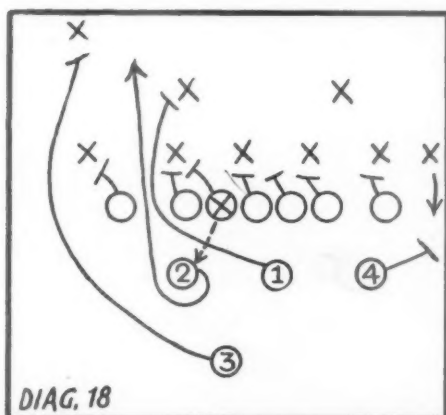
tackle, cutting sharply to the left when clear of the line of scrimmage. Back 4 and the right end team on the opposing tackle. The defensive left guard is blocked in by the two offensive linemen opposite him.

A double reverse to the weak side is illustrated in Diagram 16. The ball goes to 2, who starts as if driving off tackle to the weak side. Before reaching the line, 2 passes backward to 1, who sweeps to the right and in turn passes to 4. Back 4 then swings wide to the left outside the defensive right end, who has been blocked in by 3. The left end blocks the defensive right tackle. The two guards pull out to run interference. The right end goes down for the safety man. Back 1 protects to the right after passing to 4.

Diagram 17 shows a reverse play in which a lateral or backward pass is optional. Back 2 takes the ball from center and swings wide to the right, passing to 4, who reverses to the left. Back 4 may cut inside the defensive right end, if this man has swung wide, or he may pass backward to 3, as shown in the diagram. Back 3 has faded back to allow for the timing of the play and has then swung wide and outside the defensive right end.

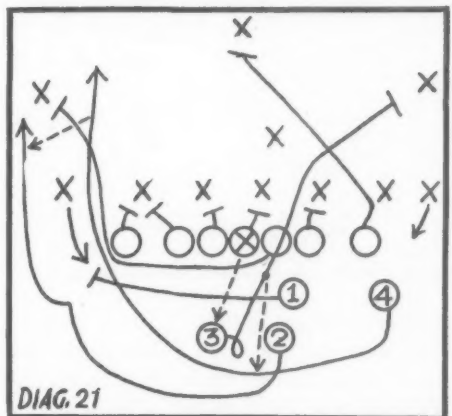
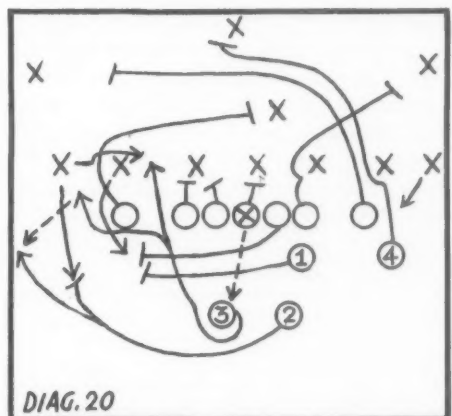
Diagrams 18 and 19 illustrate plays being used by strong Colorado high school teams from mountain towns of approximately 5,000 inhabitants. One of these teams won the state football championship in 1933, and the other was runner-up.

A weak-side spinner that is effective



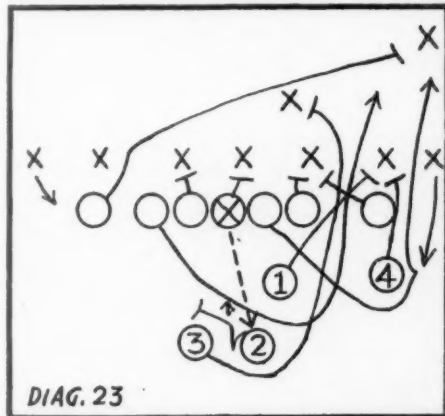
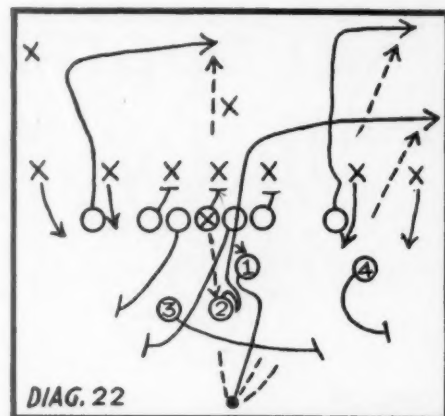
when the defense overshifts is shown in Diagram 18. Back 2 takes the ball, spins, fakes to 3 and follows 1 off tackle to the weak side. Back 1 takes care of the nearest defensive man behind the line. Back 3 goes down for the defensive right half-back. The left end blocks the opposing tackle. The center and the lineman on his left take care of the opposing tackle. Back 4 protects to the right.

An end-around play is illustrated in Diagram 19. The team using it has in other years utilized a tackle to carry the ball for long gains. The play starts with the ball going to the tail-back, 3, who



drives straight into the line, making a backward pass to 1 as he goes. Back 1 pivots and makes a backward pass of about 3 yards to the left end, who has pulled out of the line. Back 2 blocks the defensive left end out. Back 4 and the right end team on the opposing tackle. Back 1, after passing to the left end, goes down for the secondary. The left tackle blocks the defensive right tackle. The play is the same when the left tackle carries the ball, except that, of course, the assignments of the left tackle and left end are reversed. The ball-carrier follows 1 outside the defensive left tackle.

Four plays being used in the state of Washington are illustrated in Diagrams 20, 21, 22 and 23. Diagram 20 shows a play designed to take advantage of a charging defensive tackle. The ball goes to 3, who spins, fakes to 2 and then drives



across the line inside the defensive right tackle. Back 1 and the right guard block out the tackle, who has been allowed to charge across. Back 2 sweeps wide to the left. He may block out the defensive right end, or he may go down the field to receive a lateral pass from 3. If the defensive right end stays on the line and fills in the place left vacant by the charging tackle, 3 starts toward the line and then sweeps wide to throw a lateral to 2. The two ends go down to take out the secondary. Back 4 feints at the defensive left tackle and then goes down for the safety man.

A reverse off a fake buck is illustrated in Diagram 21. Back 3 takes the ball from center, spins, fakes to 2, starts toward the line and then, without looking, passes backward to 4. Back 4 drives to the left and goes off tackle. He may throw a lateral pass to 2 down the field. The left end and tackle take out the opposing tackle. Back 1, sometimes with the help of 2, takes out the defensive right end. Back 3 and the right end go down for the secondary. The right guard leads the play.

A pass from a fake buck is shown in Diagram 22. The ball goes to 2, who fakes to 3 and plunges toward the line. Back 1 makes a half turn and takes a backward pass from 2 as 2 goes by. Back 1 fades back deep and passes to 2 or one of the ends. The two guards pull out of the line to protect the passer to the left. Backs 3 and 4 protect to the right.

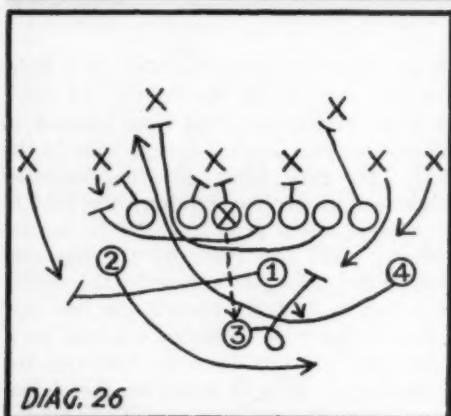
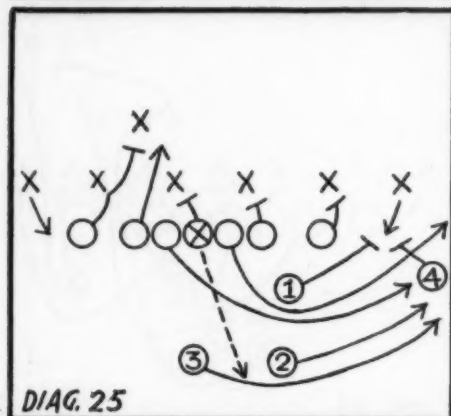
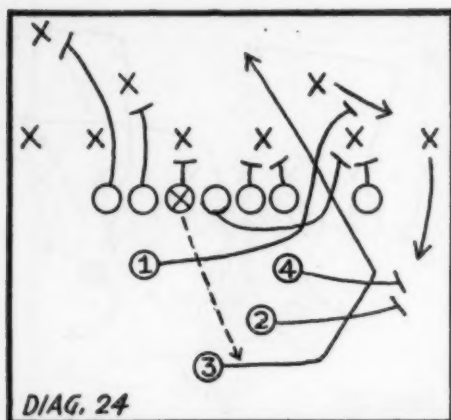


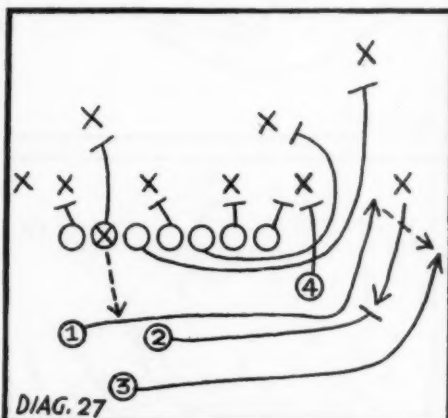
Diagram 23 shows a tackle-around play from a balanced line. The ball goes to 2, who spins and fakes to 3. The left tackle, who has pulled out of the line, swings to the right and takes the ball from 2. Back 3 leads the tackle inside the defensive left tackle and takes out the defensive fullback. Backs 1 and 4 drive the defensive left tackle out. The right tackle and end drive the opposing guard to the left. The left end goes across behind the defensive line to take out the defensive left half. The right guard pulls out, swings around, fakes at the defensive left end and then goes down for the secondary.

Plays being used by football teams representing public and private secondary schools in and near San Francisco, California, are shown in Diagrams 24, 25, 26 and 27. A cut-back play inside tackle is illustrated in Diagram 24. Backs 2 and 4 take the defensive left end out. The right end and the lineman on the right of center

take out the defensive right tackle. Back 1 goes through for the defensive fullback. Back 3 takes the ball from center, starts to the right as if on an end run and then cuts back inside the defensive left tackle. The two men on the left of the line go across to take out the defensive center and the defensive right half.

Diagram 25 shows a play in which a flanking back is used. This play is used by a team whose backs are small but fast, shifty and excellent at blocking. Backs 4 and 1 block the defensive left end. The right end takes the defensive left tackle. Back 3 receives the ball from center and follows the two guards and 2 in a wide sweep around defensive left end. Back 4 may go through for the secondary instead of helping 1 with the defensive left end. The left end and tackle go down for the secondary. This play has been an excellent ground gainer for the team using it.

A strong spinner play inside tackle from the double wing-back is shown in Diagram 26. It will be noted that in the formation diagrammed there is a variation from the



commonly used Warner type of play in that the quarterback, 1, plays behind the strong-side guard and is able to handle the ball on certain plays. Back 3 takes the ball from center, spins, hands the ball to 4 and blocks to the right. Back 1 blocks out the defensive right end. Back 2 fakes a run to the right. The right guard and the left end block the defensive right tackle out. The left guard and the center take the opposing guard in. The right tackle pulls out and leads the play through the hole to take out the defensive center. The right end goes across for the defensive fullback. Back 4, with the ball, follows the right tackle across the line inside the defensive right tackle.

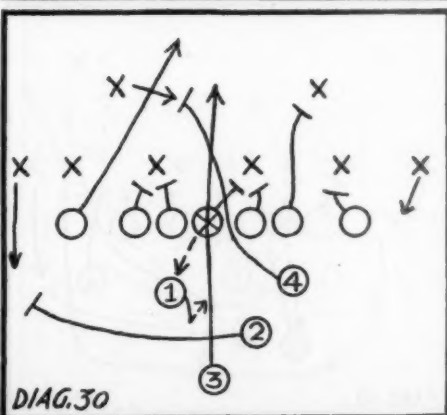
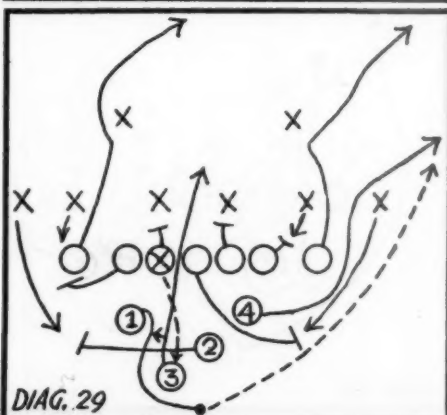
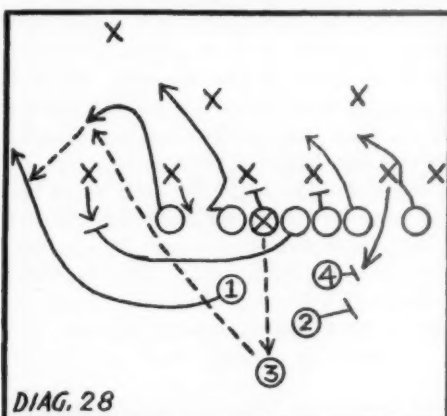
An unusual formation is shown in Diagram 27. Only an end is on the line to the left of the center. In the play diagrammed here, 1 takes the ball on the run and sweeps wide to the right as on an end run, following two linemen. As he reaches the line of scrimmage, he throws the ball laterally to 3, who has gone out with him. Back 2 blocks the defensive

left end. Back 4 and the right end drive the opposing tackle in.

The three plays shown in Diagrams 28, 29 and 30 are being used this year by high schools in and near Dallas and Fort Worth, Texas.

Several schools are using the lateral pass play illustrated in Diagram 28, or a play very similar to it. The assignments in the line vary, of course, with the team using it, and also with the formation of the defensive team. Back 3 throws a short forward pass to the left end, who has taken one or two steps across the line. The left end turns to receive the ball and then laterals it to 1, who has run wide. Very little blocking is needed in the line, as the pass is thrown quickly, but the linemen must hold for about two counts before going down the field.

A forward pass play is shown in Diagram 29. The ball is passed to the tailback, 3, who drives straight into the line, (Continued on page 35)





The author in the balcony at the top of the Memorial Stadium making a slow motion picture record of the University of Nebraska practice. The machine, mounted on a tripod, is equipped with telephoto lens.

MOTION pictures have played an important part in the recent development of football at the University of Nebraska. We started with a very modest program which called for only a few hundred feet of film taken in our major games, but the value of movies as an aid to the coaching staff and as a tie-up between the Cornhuskers and our fans has progressed to the point where we now are shooting the action play-by-play in all games on our schedule.

The history of football movies at the University of Nebraska is an interesting one. In 1931, members of the Nebraska Alumni Association, with just an ordinary 16 mm. motion picture camera, took a few pictures from the side lines and end zone. These were shown to the coaching staff, but very little attention was paid to them. In pictures taken at normal speed, the plays and players move about so fast on the screen that they are of small value from a coach's standpoint.

Our first chance to use a camera with

The Technique of Filming Football to Aid the Coach

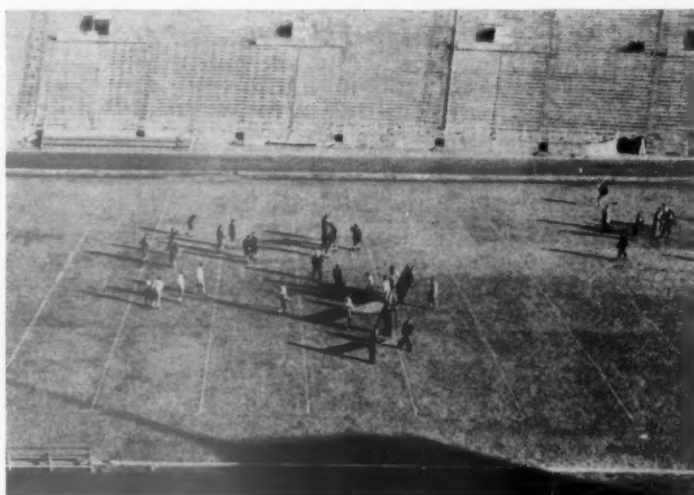
By Ed Weir

Assistant Football Coach, University of Nebraska

a slow motion attachment was in 1932. This time we realized the possibilities of slow motion pictures for the coaching staff and team. The pictures of the University of Minnesota game were all taken from

this, however, by using a telephoto lens, the length of the lens being determined by the distance from the play. In Memorial Stadium at Lincoln, about three-fourths of the time, we find that a three-

The University of Nebraska football squad preparing the field with black-board and other necessary equipment before running through plays for a slow motion picture record of the Nebraska system. This picture shows the appearance of the players as seen from the balcony at the top of the Stadium.



the side lines and end zone. In a few of the plays we could follow the blocking and team play very well, but in most of them it was impossible to watch the play as it developed. This problem was solved when we abandoned the side lines and went to the balcony at the top of the stadium.

At first thought, one might think this is too far away to see all blocking that takes place on the field. We corrected

inch lens is right. For plays at the far corners of the field we find that a four-inch lens helps us. I believe this will be found about right for the average stadium. Using a telephoto lens, of course, makes it necessary to put the camera on a tripod, thus making it easy to pan from one end of the field to the other.

The next problem for the photographer is to be able to cover the scene of action on the field—to keep it centered on his film. This is where the average photographer has his difficulty. We have been very fortunate in having the assistance of Dr. Hooper, Professor in the Dental College, a man who is nationally known for the use of motion pictures in dentistry. Dr. Hooper has an invention of his own which enables him to follow the play perfectly on the field. This is a "sight" in which he is able to watch the formations without the tiresome peering through the finder.

The camera man must be familiar with football if the coach and team are to get the most out of movies. He must anticipate plays in order not to waste film or lose valuable data which will be of interest when the game is played over on the screen.



The Nebraska team running through a play for a slow motion picture of football practice. This picture was taken from the balcony at the top of the Memorial Stadium and shows the players in a far corner of the field. Across the field may be seen the balcony of the opposite stand.

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JOHN L. GRIFFITH, Editor

Competition

EVERY right thinking man whose standards are such that he is entitled to be called a man believes in the principle that everything that helps to bring about the greatest good for the greatest number of our people is desirable. Those who are entitled to be placed in this category believe in social justice, in co-operation, in charity one to another and in the Golden Rule. The opinions of those who do not subscribe to this doctrine should be ignored by those who are attempting to think clearly concerning what may be done for the benefit of society.

Many honest and upright citizens, however, who do want to see right and justice prevail, who do have an attitude of brotherly love toward the under dog and who earnestly desire to make their contribution toward the improvement of human nature, still may differ regarding the methods that should be followed in bringing about the millennium.

Today men are thinking as never before concerning these matters, and as a result of their careful, serious and prayerful thinking we may be sure that progress will be the net result.

The questions that are being raised regarding free competition in the economic world and free competition in athletics are very closely related. It is our purpose in this editorial to discuss certain factors relating to free competition in athletics.

In the September issue of THE ATHLETIC JOURNAL, we quoted from Mark Sullivan as follows: "Human beings are divided between individualists by nature and collectivists by nature, between those who instinctively prize independence and those who instinctively prefer supervision, between those who love the open fields and the competitive game, and those who prefer the walled paths of the cloister and the security that goes with it."

No doubt, some human beings who do not like the open field and the competitive game quite naturally shrink from the thought of boys competing as strenuously as they do in our college sports. There are also many to whom the strife and struggle of competition in business life is repugnant. They long

for a type of athletics in which the idea of winning will be discarded and for a type of business in which the thought of production for profit will be done away with. Superintendent William H. Holmes was quoted recently as having said, "In the right type of school the child can be easily taught the evils that come from the competitive spirit." Some people no doubt feel that the competitive spirit is evil because they themselves are not competitive by nature. Others feel that competition, especially in athletics and in business, is all right if those who compete do so honestly and in accordance with ethical standards. Many who feel this way, however, are of the opinion that man by nature is so constituted that he cannot compete fairly; consequently they are looking for some method whereby competition may be eliminated or curtailed, with the hope that thus all will conduct themselves in their intercourse with each other in accordance with the highest moral standards.

We have, then, two schools of thought: the one composed of those who believe that when human nature improves it is by the slow, painful and tedious process of education, and the other composed of men and women who believe that men can be made good by legislation and coercion.

This is no time to deal with questions such as these in their generalities. Our thinking and our athletic training leads to the conclusion, first, that when conditions are bad it is usually not the fault of the system but the fault of those who have competed under the system. If this position is sound, then we will make more progress by adopting the educational process of improving athletics or society than we can hope to attain by the other method. Second, if history teaches anything it is that when people make progress in the realm of living or in the realm of business it is when and because they as individuals want to do what is right.

Russia for fifteen years has been attempting to raise the social and economic levels of the Russian people by curbing competition and by recourse to the legislative and coercive method. It is perhaps too soon to judge the achievements or failures that may be attributed to the Russian system. However, the plan that is in operation in Russia is repugnant to Americans who for one hundred thirty-seven years have believed that the individual citizens have the right to own and possess private property, to enjoy the results of their own thrift, energy and intelligence, and to fight their own battles and live their own lives so long as they do not violate the laws of the land and the higher moral laws that ethical society has prescribed.

We have believed that competition in itself was not an evil. The child in the schools by and through a system of competitive grading has been urged to attempt to stand at the head of his class. If he is lazy or of a low order of intelligence, he is not advanced from grade to grade, and, in fact, in some schools he is denied the privilege and opportunity of continuing his enrollment. In college, those who are of superior intelligence and who are willing to work for the prize are elected to the different honor

societies or perhaps are rewarded with the Phi Beta Kappa key. On the other hand, thousands of freshmen are dropped from college every fall because they either cannot or will not carry the prescribed courses.

In athletics we have always believed that the boy who was willing to pay the price for victory should be given the opportunity of winning the prize, provided of course he competed fairly.

Today there are some who are stressing the mistakes that have been made by business men and who are suggesting by implication at least that all of those who have achieved distinction in the industrial or business field are dishonest. If turning the spotlight on business will result in higher standards in business in the future, then much good will have been accomplished. It is always a mistake, however, to generalize from insufficient data, and no one has yet produced the evidence which would lead to the scientific conclusion that the majority of the men who have built our business structures are men who have followed low business or ethical standards.

In the same way, there are some who continually call attention to the proselyting and subsidizing evils which have disgraced college athletics from the beginning. Any man who would deny that there have been evils of this sort is certainly a blind fool. However, those who can see only these evils and who imply that all college athletics are rotten are just as much in error as was the man who saw a speck of dirt on Leonardo Da Vinci's masterpiece and who therefore condemned the picture as a faulty work of art.

Let us not make the mistake either of assuming that the competitive spirit is evil or that the majority of our school and college men cannot be trusted to conduct their inter-institutional athletics with a fine regard for the moralities that are involved. Let us rather devote our intelligent thought to the problem of how athletics may be improved and to the task of putting our own houses in order before we start throwing mud at other people's homes.

After all, energy is developed in overcoming obstacles. A victorious combat with evil develops the individual, and a state of society from which ambition and competition have been banished would be like a living tomb.

Those who are collectivists by nature, who prefer supervision to independence and who prefer the walled paths of the cloister to the competitive game, may shrink from the thought of competition in athletics and competition in business. They talk vaguely about co-operation and imply that co-operation is the antithesis of competition, but the proudest progress of the march of minds has been in accordance with the principle of free competition carried on with a fine regard for sportsmanship and fair dealing.

We believe in the principles of sportsmanship and fair dealing in athletics and in business. We do not believe that competition is an evil in itself nor that it is necessary to eliminate competition in order to have fair dealing.

Why Athletics?

THE father of a young man who recently enrolled in a college wrote the president of the institution somewhat as follows:

"I hope that my boy becomes a great scholar. I would be very happy if he made a fine record in athletics, forensics or in other student life activities. Above all, however, I hope that he will be a great man. If he is the right kind of man he will be intellectually honest. He will not blame others for his own mistakes. He will not waste time in envying those who do certain things better than he can do them. He will be fair in his dealings with his fellow men. He will not cheat to gain a temporary advantage over his fellows. He will be loyal to his school, his country and himself. If his college training helps him to become this kind of man I will be satisfied if he is not a great scholar or a great athlete."

Anyone who ponders the thought that was in the mind of this father will realize that the athletic coach has a wonderful opportunity in helping to develop the right kind of men. For instance, a boy who has had proper athletic training does not blame others for his mistakes. He is not envious of his superiors to the point of wanting to handicap them in some way so that he himself, even though he be not deserving, shall attain the prize. He has learned to compete fairly, respect the rules of the game, enjoy life, be patriotic and, lastly, meet adversity standing up.

Frequently the coaches and athletic directors are asked to state the objectives of their program. The father of the boy in question stated a physical education and athletic program objective unknowingly. You who are coaching the young men in the schools and colleges of this country have a wonderful opportunity to make your contribution along the lines of developing American citizens of sterling character, the kind who can carry on in the face of defeat, smiling and unafraid.

Unscrupulous Advertising

THE following timely warning appears in the Minnesota State High School League *Bulletin* for October:

"We wish to call your attention to certain advertisements that are appearing through the mail offering certain stimulants to athletes claiming that such are beneficial, offering a stimulant without any undesirable after effects. We advise you to consult your local physician before using any of these so-called stimulants. No coach in any of our high schools can afford to take chances in using any of these materials."

The *Bulletin* is to be commended for its intelligent and courageous stand. It is the policy of THE ATHLETIC JOURNAL and other reputable publications to refuse the advertisements of harmful products. But unscrupulous advertisers have many ways of reaching the public, and a warning such as that issued by the Minnesota *Bulletin* is frequently necessary.

Developing Fundamental Skills of Basketball Under Competitive Conditions

By Forrest G. Clark
Mannington, West Virginia, High School

DRILLING on the fundamentals of basketball under competitive conditions not only increases the interest of the players but also helps them to realize their own weaknesses better than they would from the corrections of the coach. Such drilling develops skills as they could not be developed in scrimmage, and at the same time avoids the nervous and physical strain and the chance for injury present in frequent practices under game conditions.

The series of contests presented here, which is designed to develop fundamental skills, is so planned as to require very little bookkeeping. The amount that is necessary may be taken care of by the student managers.

I have found that a lesson plan made out for each practice period and the items of it posted daily on the bulletin board in the gymnasium aids perceptibly in the best utilization of the practice period. Each of the following contests should be carried on only after the technique of the action has been carefully explained. They are intended to enliven drills which would otherwise become monotonous to the players.

Several contests should be in progress at one time, so that every man is busy during the entire practice period. If the group of players is too large to limit the number of boys at each basket to five, I consider it better to meet two groups for one hour each. This is better than having the floor crowded for two hours.

Shooting

I CONSIDER shooting as the fundamental of greatest importance, for no matter how well a team plays defensively, or how well it can pass the ball, it will win few games if it cannot make good a large percentage of its shots attempted within the shooting area. We know of rare cases of teams which do not exhibit any noticeable system of play, yet which win their games because the players can shoot over a highly organized defense. We have seen other teams suffer defeat because their players work the ball in near the basket only to miss open shots.

Push Shot

WHEN the push shot is taught, the boys may be divided into teams, the

number on each team depending on the number of baskets available. There should be one basket for every four or five boys. (See Diagram 1.)

After the coach has given a thorough explanation and demonstration of the manner of holding and releasing the ball, each team may play a game of "twenty-one," familiar to most coaches. This consists merely in lining up the boys an equal distance from the basket and having them shoot by turns. A score of two points is allowed for each original shot and one point for the rebound or follow-in shot, provided the boy gets the ball before it touches the floor or goes out of bounds. Should he fail to retrieve the ball as the rules prescribe, it is passed on to the next player. The team first

FORREST G. CLARK believes in fundamentals. He believes also that basketball fundamentals may be taught in such a way that they do not become monotonous for young players. Coaching at Parsons High School last year, he guided his team to the championship of West Virginia. In an article published in *The Athletic Journal* for June, 1934, he outlined the fundamentals he stresses. In the article presented here, he suggests devices which may be used in coaching these fundamentals.



Forrest G. Clark

scoring twenty-one points is declared the winner.

One-Hand Lay-in Shot

FOR the one-hand lay-in shot, two teams may be lined up at each basket, with four or five boys on each team. (See Diagram 2.)

Team A takes the ball off the backboard; team B shoots. Then A shoots while B takes the ball off the backboard. Each team is given an opportunity to develop the guard play of taking the ball off the backboard, as well as shooting skill. The player who misses his shot is dropped from competition and returns to the side lines. The contest continues in a manner similar to the old-fashioned spelling bee. This may be called a game of "freeze out." Such a contest should be limited in the number of shots so that no boy will be kept out of practice for more than a short period.

Two-Hand Overhead Shot

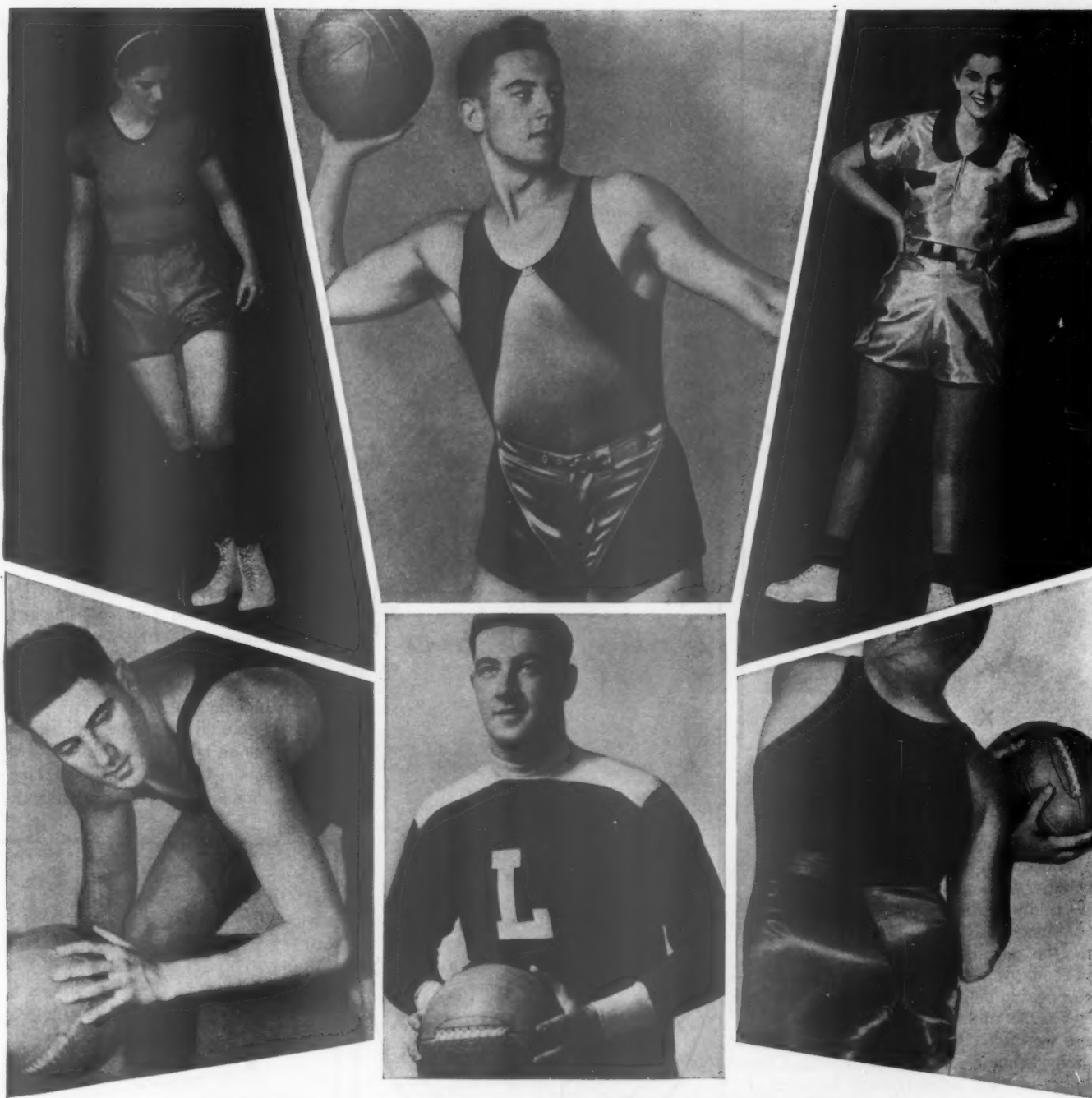
THE two-hand overhead shot furnishes excellent competition between two centers or a center and a tall forward. The shot should be attempted by one man with the other guarding. When the guard breaks up the offensive attempt, he receives the ball and becomes the offensive man. A student manager may keep an individual record of this contest running through the week, or a longer period if preferred.

One-Hand Overhead Shot

THE one-hand overhead shot furnishes another competition between two tall players. They should alternate, each trying for the greatest number of successful shots in fifteen attempts.

Free Throw

FREE throw competition has been considered important enough in West Virginia to warrant at one time a state event, in which the best free throw man from each sectional tournament was an individual entrant in the state tournament. The state winner was awarded a medal. I have always given special recognition to our team's best free thrower on the annual recognition day of the high school, presenting him with a small tro-



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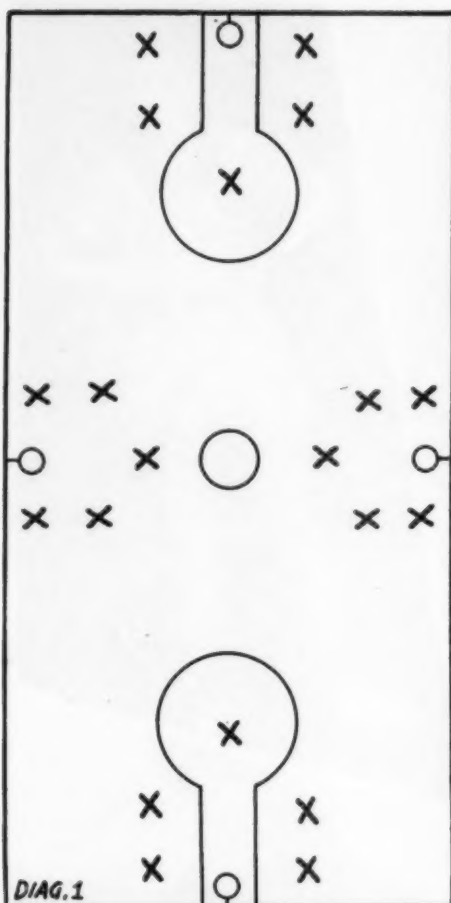
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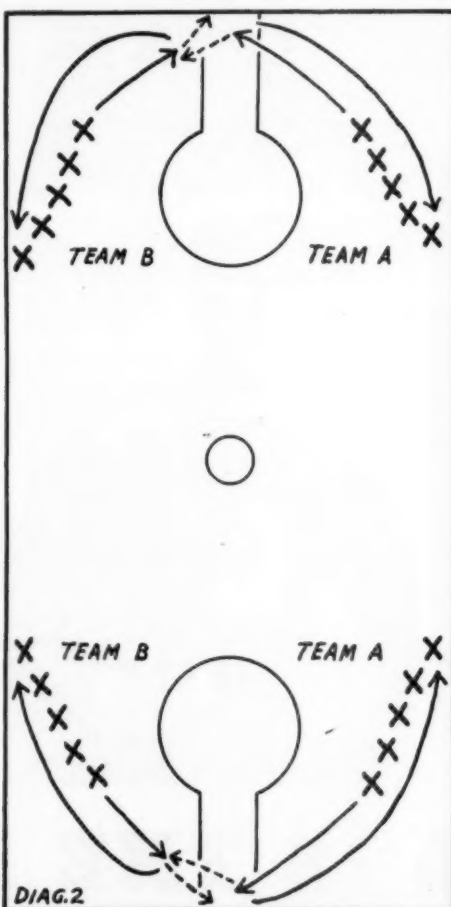
phy. Since important games are so often determined by one point, free throwing is a skill worth emphasizing. It should be practiced only after a preliminary warm-up, and should be kept as nearly as possible under game conditions.

I explain to the boys the correct method of holding the ball, the target at which to aim, the position on the free throw line and the movement of the body as it swings into position before the ball is put in play. After some preliminary drills on each of these we start our contest among individuals by keeping an accurate record of the number of shots made by each member of the squad. During every practice session, or at least three or four times weekly, we practice free throwing by allowing each man to try for twenty-five goals. The

record is posted on a chart in the gymnasium. If there is not time for each contestant to shoot the full number of trials every day the percentage will work out on a monthly basis for the season if each player totals the same number of trials. The form for recording this contest is shown in Diagram 3.

Passing and Ball Handling

TO develop passing and ball handling, three boys may work the ball into the basket, pivoting and passing while two other boys guard them. Since every player likes to shoot, the one handling the ball at the point nearest the basket may attempt a goal, scoring two points for his team if he is successful. The defensive



men may score two points by breaking up the attack.

For another means of improving the pass, line all the men up in two rows facing each other 6 to 8 feet apart. Two or three balls may be in play at once. The balls are passed down the lines, as shown in Diagram 4. The ball is rolled back to the beginning of the line and the exercise is repeated. If a man misses his turn he is dropped from competition.

The Dribble

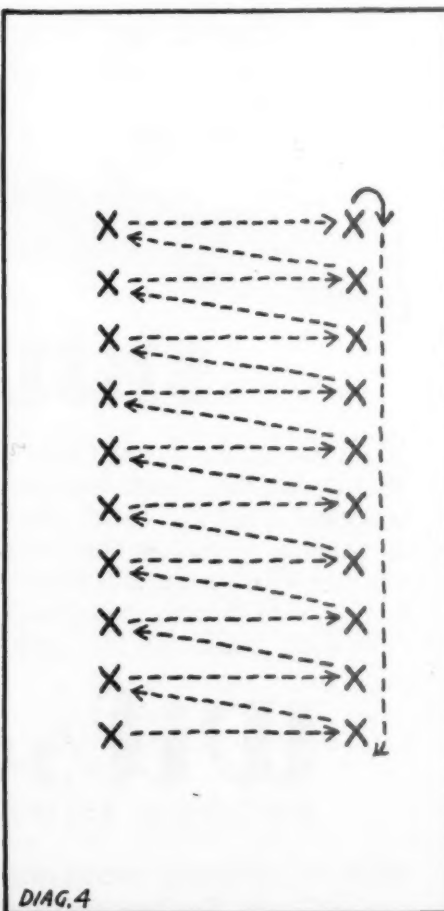
SPEED and accuracy in dribbling may be increased by using the relay race method. Four teams arranged for drills in shooting are lined up at one end of the gymnasium. The first man of each team then dribbles the ball the length of the floor and back, passing it on to the second, who repeats the exercise. (See Diagram 5.) This continues until one team has completed the exercise. The boys soon learn that a low, even dribble is more efficacious than a high or careless one.

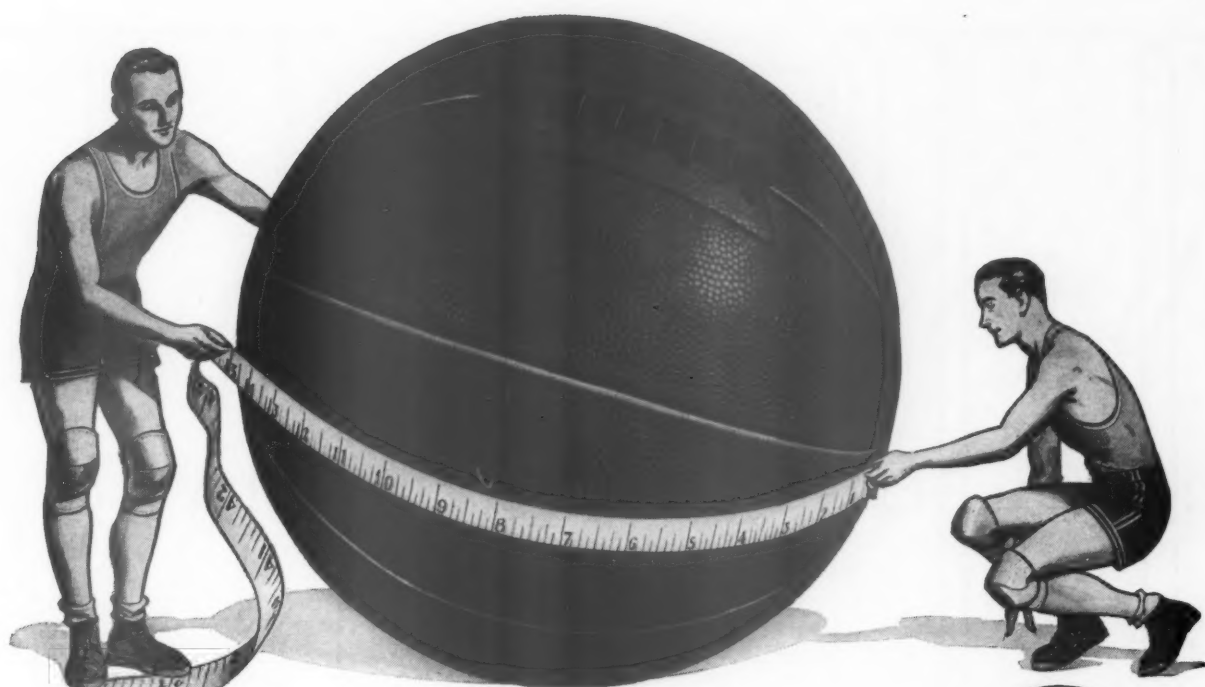
This exercise may be developed a step farther and joined with shooting practice by combining the four teams into two and lining the boys up at opposite corners of the room to avoid confusion. This is shown in Diagram 6.

Each man dribbles the ball the length of the floor, shoots, dribbles back and passes to the next man in line. This drill helps players to overcome difficulty in

FREE THROW CHART

NAME	DATE					TOTAL	AV'G. % FOR WEEK
	Nov. 5	6	7	8	9		
John Smith	10/25	12/25	5/15	10/20	10/15	47/100	47%
(DIAG. 3)							





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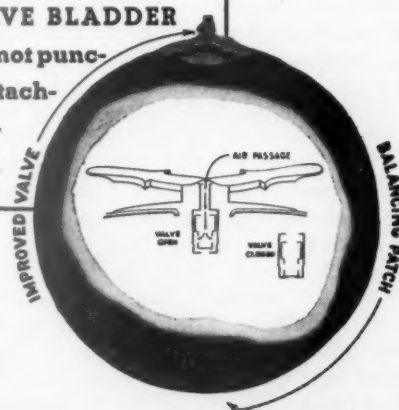
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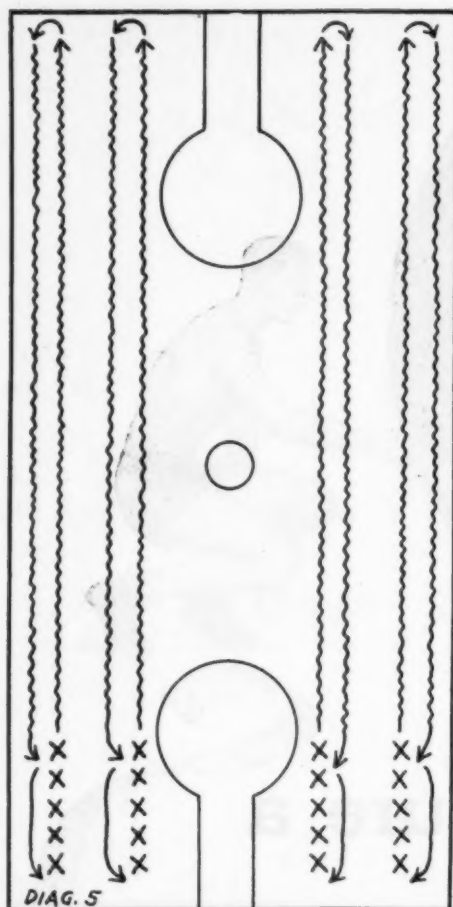


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BASKETBALLS



DIAG. 5

gaining control of the ball following the dribble.

Footwork

AFTER the technique of footwork has been explained, expertness may be developed by having two defensive players cover three offensive men. This provides practice for the offensive men in faking and pivoting to free themselves and break to the basket for an open shot. Two points should be granted the offensive players for each goal, and two the defensive men for each play they break up.

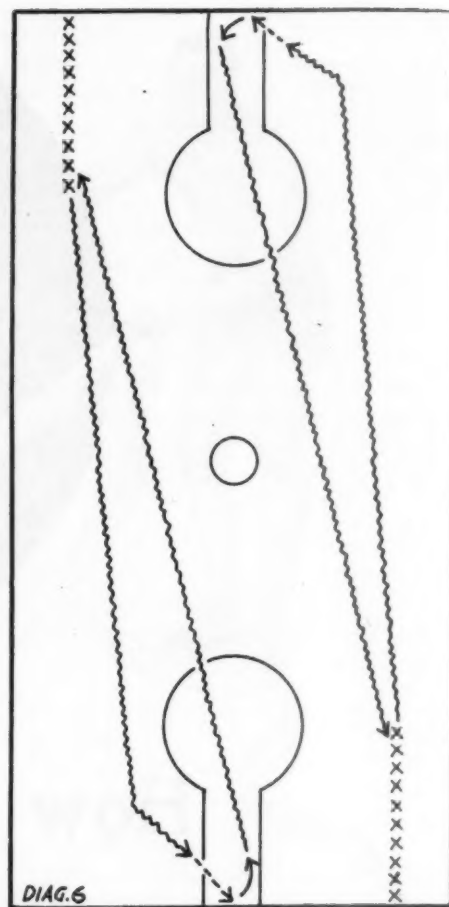
This exercise may be made progressive, increasing the offense by one player and then the defense by one until it develops into regular teamwork.

General Hints

THE contest method should not be overworked by carrying too many scores from day to day. In fact, I recommend that only the free throw contest run through the season. The others may be completed each session, or run for a week.

Several short contests which keep every man busy are superior to one contest which runs through an entire season.

A scrimmage period once each week, or two half-game periods, is sufficient to direct the spirit of individuality developed under competition into co-operative or team spirit.



DIAG. 6

Five-Man Figure 8 Continuities

By H. C. Carlson, M.D.
University of Pittsburgh

THE so-called figure 8 offensive received that name because the descriptive lines resemble the figure 8. These lines represent the pathways traveled by the players, and these pathways of travel give continuity to the action. Scores, or attempts to score, come as a result of certain plays set up as breaks in the continuity. The figure 8 may be established by three players or five players. The course of action may be lengthwise or crosswise of the floor. The action may be confined to quadrants, or the entire offensive half of the floor. A third course of action may be diagonal, by travel between diagonal corners of the offensive half of the court. Many teams that have tried this system of play overemphasize continuity and do not develop sufficient breaks or scoring opportunities.

Continuity may be established, with or without the use of the dribble, by three men in the back court. A player is stationed at each side of the court near the mid line, and a third man is in between them, close to their basket. The first man passes to the second man across the court, and runs between the receiver and the basket. The first man is replaced by the

AT various times during the past few years, reference has been made through the pages of this publication to the Figure 8 Offensive developed by Dr. H. C. Carlson at the University of Pittsburgh. In the January, 1933, issue appeared a short explanation and a page of diagrams in which Dr. Carlson outlined briefly his much discussed system. So many requests have been received during the past few months for additional and more detailed explanation of the Figure 8 Offensive that Dr. Carlson was persuaded to write the article presented here especially for Athletic Journal readers.

third man, who was closest to the basket. The new set-up almost exactly duplicates the first set-up, except that the ball is on the opposite side of the floor, with change of position for two men. Some teams employ the dribble, with the dribbler going very close to his receiver. The purpose is very apparent, which is to separate a team mate from his opponent. The figure 8 may be spread out or very compact, to suit the desires of the coach. With three men involved, the passer passes and advances diagonally up the floor in front of his receiver. His next thought is to re-

place his receiver after a pass.

The three-man continuity has received widespread attention and application. It is easily taught and assimilated. It is well to learn how to handle three men before going on to teach a five-man combination. With three men in combination, the passer passes and goes in front of only one man, the receiver. With five men in combination, the passer passes and goes in front of two men, the receiver and one other man. The five-man combination obviously gives greater distance for the passer to cut.

If five men are to be employed in the continuity, the passer advances diagonally in front of two team mates. He does not replace his receiver in this set-up. The figure 8 in this continuity may first be set up crosswise of the floor. It may be spread out, or it may be flattened by having the men go close to their receivers. The first step in teaching this type of action should be to establish continuity. The breaks or scoring opportunities may be developed later.

In the accompanying diagrams, the continuous lines represent the paths of the players. The broken lines represent the passage of the ball. The encircled letter

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on their Hands

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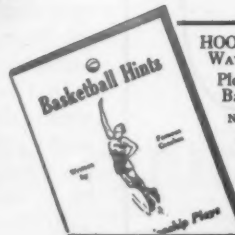
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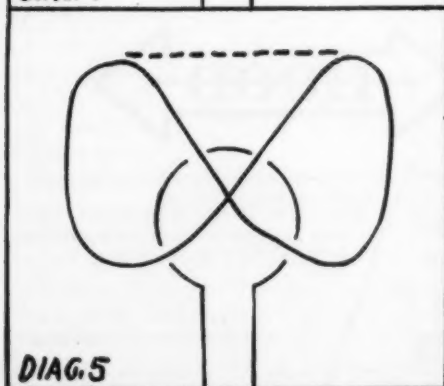
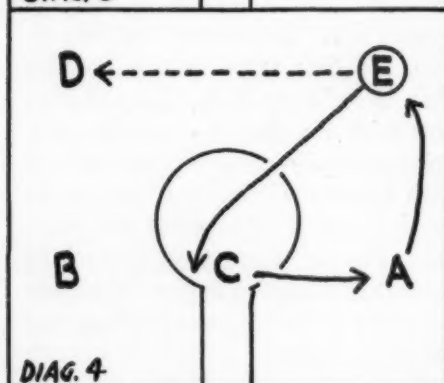
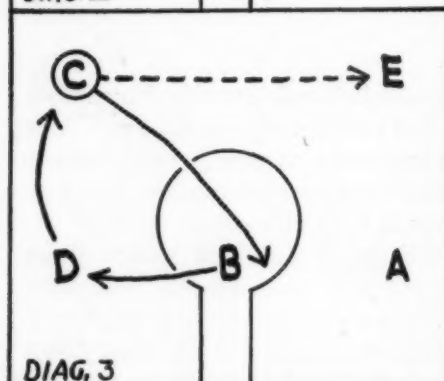
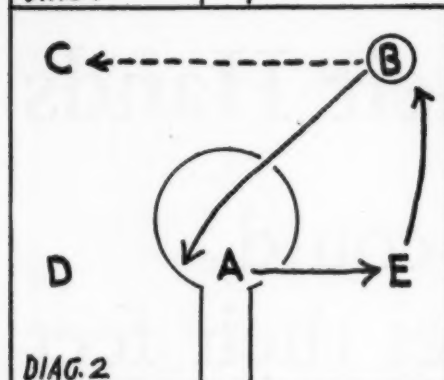
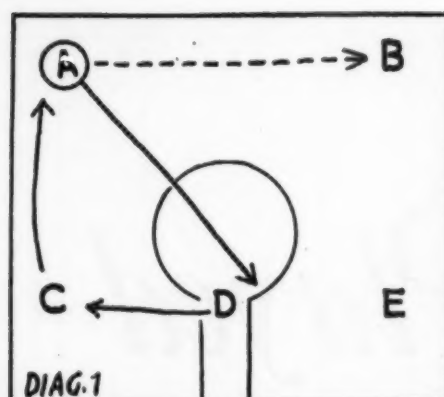
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in each diagram represents the location of the ball.

In Diagram 1, A passes to B and goes in front of two men, B and E, forward to the pivot position. A is replaced by C, and C is replaced by D, as is shown in Diagram 2.

In Diagram 2, B passes to C and goes in front of two men, C and D. He cuts diagonally forward to the pivot position. B is replaced by E, and E is replaced by A, as is shown in Diagram 3.

In Diagram 3, C passes to E and goes in front of two men, E and A. He cuts diagonally forward to the pivot position. C is replaced by D, and D is replaced by B, as is shown in Diagram 4.

In Diagram 4, E passes to D and goes in front of two men, D and B. He cuts diagonally forward to the pivot position. E is replaced by A, and A is replaced by C.

Diagram 5 shows the figure 8 appearance of the players' lines of travel in this continuity. The dotted line shows the passage of the ball.

Ten passes across court with accompanying cuts by the players will give the original set-up. The foregoing continuity, with only return passes as breaks for scoring opportunities, will be sufficient for many teams. For some teams, a complete mastery of the crosswise continuity will be only the beginning. Competition will demand the development of other continuities with their breaks or scoring opportunities.

The continuity with the ball passing lengthwise of the floor follows the regular rule of the five-men continuity. The passer passes and goes in front of two men. He cuts diagonally in the general direction of the straight passage of the ball. This is shown in Diagrams 6 through 10. Again the continuous lines represent the paths of the players. The dotted lines represent the passage of the ball.

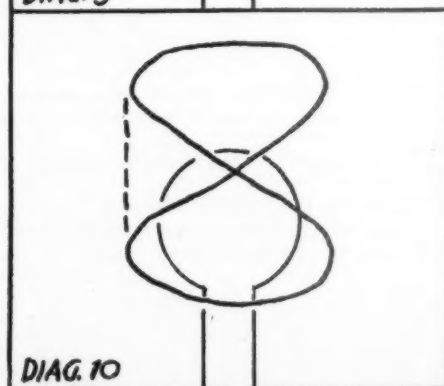
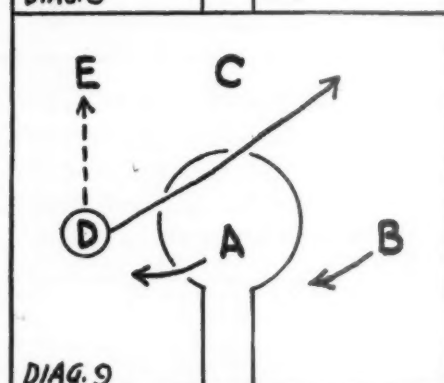
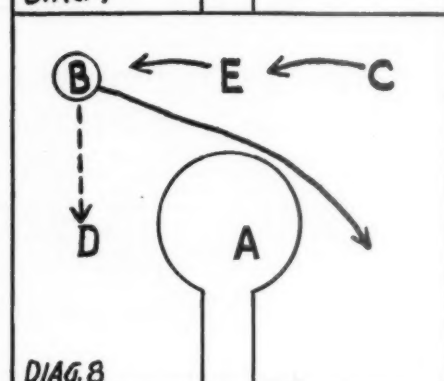
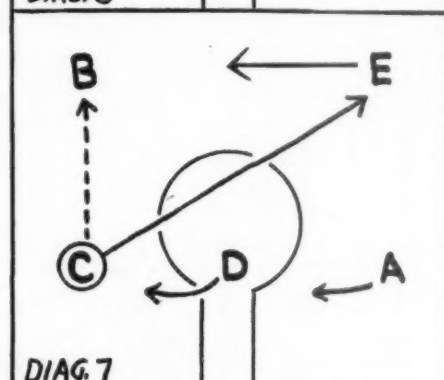
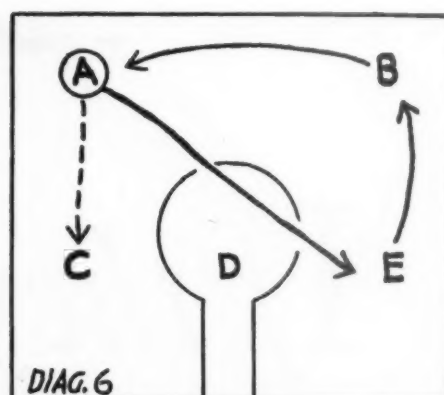
In Diagram 6, A passes straight up the floor to C and goes in front of two men, C and D. He cuts diagonally toward the basket end of the floor. A is replaced by B, and B is replaced by E, as shown in Diagram 7. This gives three men near the ball and two away from the ball.

In Diagram 7, C passes out to B and goes out in front of two men, B and E. He cuts toward the mid line to the side of the floor opposite the ball. C is replaced by D, and D is replaced by A, as is shown in Diagram 8. Again we have three men in close proximity to the ball.

In Diagram 8, B passes ahead to D and goes in front of two men, D and A. He cuts diagonally toward the basket end of the floor. B is replaced by E, and E is replaced by C, as is shown in Diagram 9.

In Diagram 9, D passes out to E and goes in front of E and C. He cuts diagonally toward the mid line to the side of the floor opposite the ball. D is replaced by A, and A is replaced by B.

In Diagram 10, we see the figure 8 in



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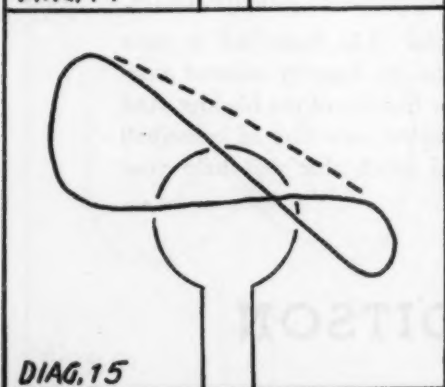
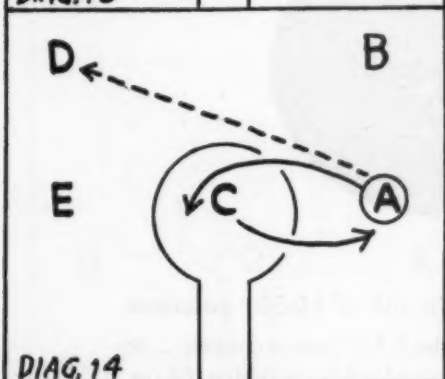
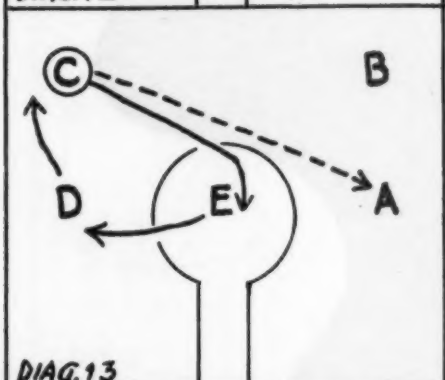
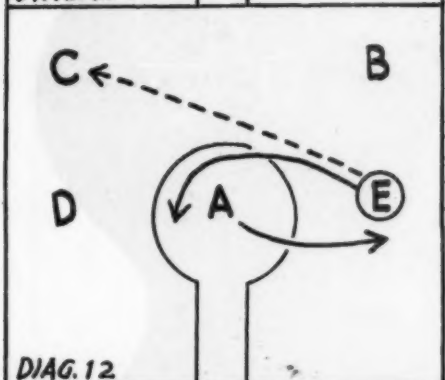
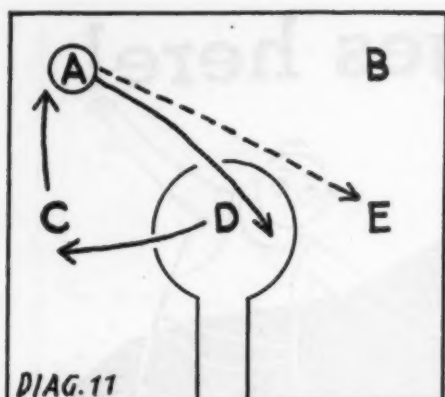
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a different direction from that in the crosswise continuity. The dotted lines show the passage of the ball as being parallel with the side lines. This lengthwise continuity must be practiced on both sides of the floor.

Practice establishes each continuity separately, but later the interchange of continuities becomes comparatively easy. Again the rule is to develop the continuity first and then incorporate the plays or scoring opportunities. It is well to set up the plays in outline form and establish their execution as a matter of habit. In this way the breaks in the continuity come as a natural sequence when an opportunity for a scoring play presents itself. Again it is well to remember that, though the continuity is taught first, the breaks are really more important.

The next continuity presents the diagonal passage of the ball and follows the rule of the passer going in front of two men. In this continuity the fifth man rests until there is a change to another continuity.

In Diagram 11, A passes diagonally to E and cuts in front of B and E. He cuts diagonally toward the basket end of the floor; A is replaced by C, and C is replaced by D, as shown in Diagram 12.

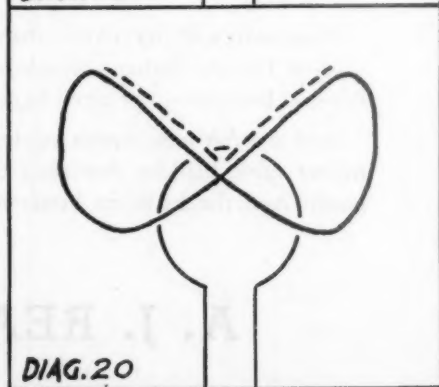
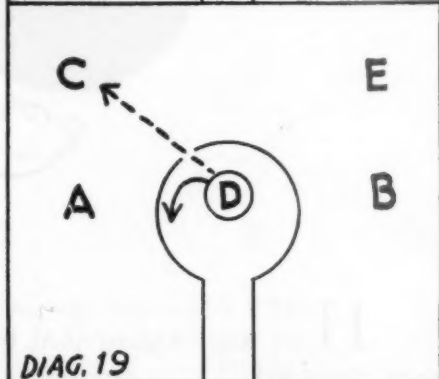
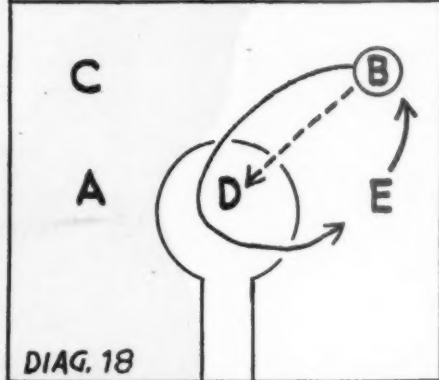
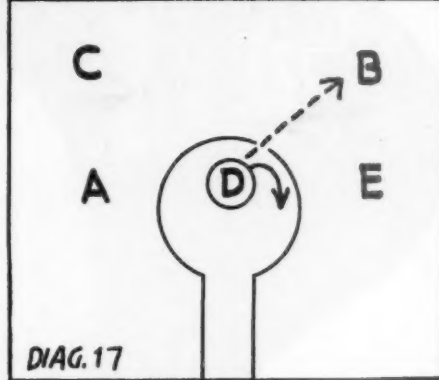
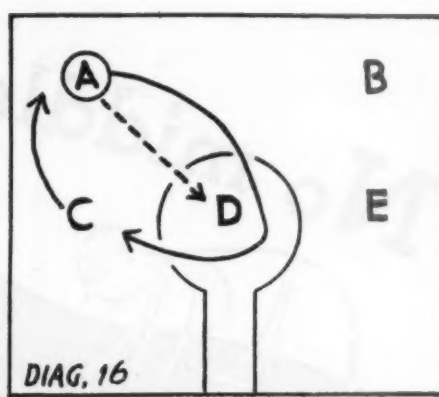
In Diagram 12, E passes diagonally out to C and cuts in front of C and D to replace A. He cuts diagonally toward the basket end of the floor; E is replaced by A. The new set-up is as shown in Diagram 13.

In Diagram 13, C passes diagonally to A and cuts in front of B and A. He cuts diagonally toward the basket end of the floor and replaces E. C is replaced by D, and D is replaced by E, as shown in Diagram 14.

In Diagram 14, A passes diagonally out to D and cuts in front of D and E. He cuts, as shown in the diagram, and replaces C. A is replaced by C and we continue the formation of three men in and two out.

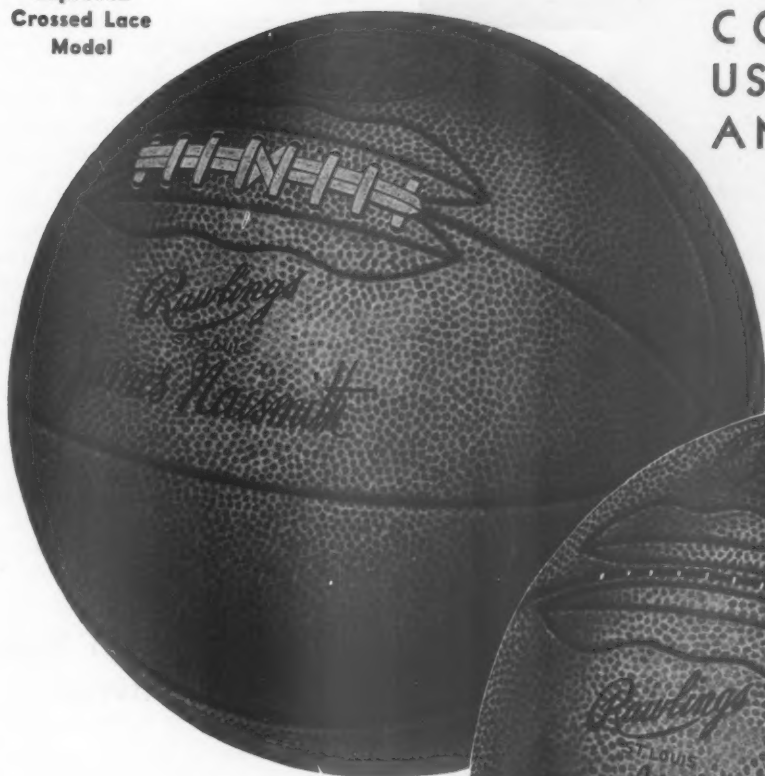
In Diagram 15, we have the figure eight and the passage of the ball for the continuity diagonally across the floor. As with the lengthwise continuity, the diagonal continuity must be practiced on both sides of the floor. So far we have discussed three different continuities and their variations which the coach and players should practice and master separately, before they try to interchange them or insert breaks or scoring plays.

The last continuity to be described here is the pivot man continuity. It portrays a possible break in the continuity, as one part of the pivot play. Only the continuity will be shown, the return pass or scoring break being apparent. The passer goes in front of two men. This continuity may be a three-man continuity by keeping the ball on one side of the court. It may be a five-man continuity by using both sides. The following description uses five men.



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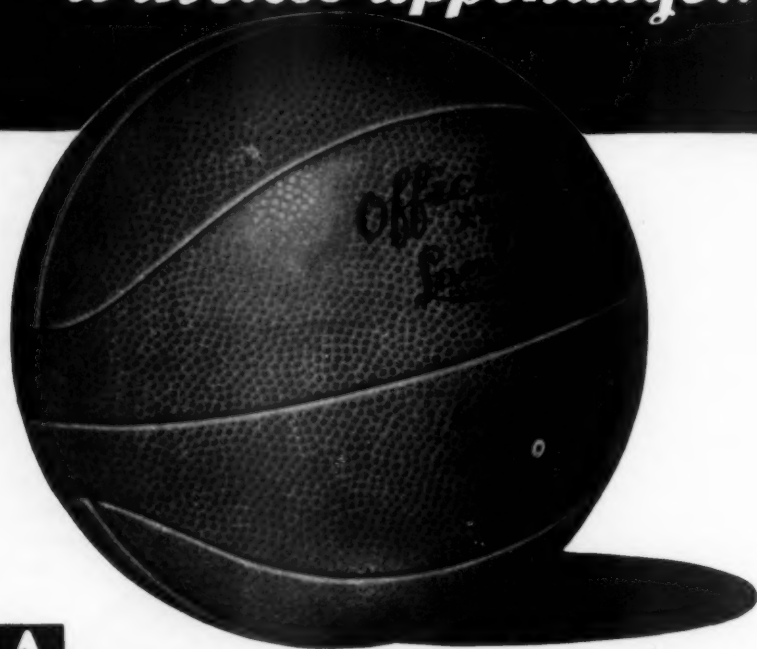
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In Diagram 16, A passes to D and cuts in front of C and D. He cuts past the pivot man, D, as shown in the diagram. A is replaced by C. Since A does not get a return pass, he fills in the place vacated by C, and we have the set-up as shown in Diagram 17.

In Diagram 17, D passes out to B, and, to follow the rule, he moves in front of B and E, and cuts back toward the basket. The set-up is practically the same in Diagram 18, except that the ball is in the back court.

In Diagram 18, B passes to D and cuts in front of E and D. He cuts past the pivot man, D, as shown in the diagram. B is replaced by E. Since B does not get a return pass, he fills in the place vacated by E, and we get the set-up as shown in Diagram 19.

Diagram 19 represents the pass out by the pivot man and the maintenance of the formation with three men in and two out.

Diagram 20 shows the double continuity forming a figure 8 line of travel. The broken lines portray the passage of the ball.

These continuities are presented in the order of their difficulty and in the best order of learning. These set-ups may come from either a slow-break or a fast-break. The practice of these continuities gives enough fundamental practice to justify them, even if they are never used in game tactics.

The Michigan System of Offense

(Continued from page 8)

by every team in the Western Conference, and many of the best ones are thrown from the formation shown in Diagram 1.

Three of Michigan's favorite passes are shown in Diagrams 5, 6 and 7. In Diagram 5, 3 takes the ball and fades back, throwing a long pass to the right end, or to the left end, or to backs 1 or 4. The two ends crisscross. The two guards pull out of the line to protect the passer. Back 2 also protects.

Diagram 6 shows a long pass in which 2 is the receiver. Back 1 comes across to the right to help the guards protect the passer, 3. As in Diagram 5, the two ends and 4 are also possible receivers.

The formation of the backfield in Diagram 7 differs slightly from that in the two previous diagrams. The pass is shown as going to 2, but it may also go to either of the ends or 4. The two ends go straight down the field. Back 1 and the guards protect the passer, 3.

Michigan seldom uses short passes. All of the favorite passes are 20 yards and over. The passer starts backing up even before the ball is passed by the center, thus giving him plenty of time to get his passes away. One other characteristic of Michigan passes is that all the eligible receivers are taught to run *hard*, whether

or not they are likely to have the pass thrown to them.

As in all systems of football, the entire structure is dependent upon personnel. Without the men, no system will succeed for long. But, given good material, the Michigan style of play, that has been winning championships year after year, will certainly bring out and use to advantage every bit of ability and effectiveness that a team possesses. It will get as much out of the men as any other system of football, and perhaps more.

Coming!

ARTICLES by Stuart Baller, coach of the Nebraska champions, and Clifford Wells, coach of the Indiana champions on the screen in basketball—one discusses the offense, the other the defense for it. Articles by Dr. H. C. Carlson and Craig Ruby. An article on a basketball system adaptable to either a large or small floor by Ryland H. Milner of the Missouri champions. An article on basketball offense by H. A. Dimick, coach of the Washington champions. An article on athletic wounds by Dr. G. G. Deaver.

Collegiate Football Attack

(Continued from page 12)

laterally to 1, who has gone across behind his own line and crisscrossed with 4 down the field. Back 2 protects to the right. The right end goes down and angles to the left, as he is a possible receiver of a forward pass.

Diagram 28 shows another lateral pass, this time behind the line. Back 1 takes the ball from center, spins and gives it to 2, running to the right. Back 2 continues to the right and passes laterally to 3, who has gone out wide. The left end and tackle feint at the men opposite and then go through for the secondary. Back 4 and the right guard run interference for 3. The defensive left end is allowed to charge across.

A spinner inside tackle followed by a backward or lateral pass is shown in Diagram 29. The ball goes to 1, who spins and goes inside the defensive right tackle, who is allowed to charge across the line before being taken out by the right guard and 4. The left tackle and guard block the guard opposite. The defensive right end is allowed to charge across the line and is stopped by 2. Back 3 goes out wide and then cuts down the field to take the pass from 1.

Diagram 30 shows a wide end run. Back 1 is in motion to the right when the ball is snapped. The ball goes to 3, who runs to the right, following 1, 2, 4 and the right guard. Back 1 cuts back on the defensive left end, as indicated in the diagram. The left end feints at the tackle opposite and goes for the secondary.

for NOVEMBER, 1934



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Place Card System in Scoring Cross-Country Events

By Lloyd W. Olds

Track and Cross-Country Director, Michigan State Normal College

IN view of the fact that all contestants in a cross-country running event participate at the same time and that the entry is usually large, the activity presents a real problem in accurate scoring. It is not only a problem of registering every contestant correctly in the place in which he finishes, but also of compiling an accurate team score of all teams entered. The manager of a cross-country run of any magnitude must concentrate on the system of scoring to avoid confusion and mistakes in the final tabulation of all place winners, for, although the scoring of cross-country running appears simple enough on the surface, many an organization and manager have come to grief by lack of adequate preparation for scoring this particular athletic event. This is especially true in interscholastic circles where the distance is limited to from two to two and a half miles, and where there is a large entry of competitors.

During the past ten years, Michigan State Normal College has sponsored the Michigan State Interscholastic Championship Run. The contestants compete in three divisions, with an average yearly entry of seventy-five boys to a division. These boys are the cream of several hundred cross-country runners throughout the state who have qualified in the various regional runs. Owing to this elimination and to the limited distance of two miles, the field in each division usually is well bunched at the finish and presents a difficult problem of scoring accurately.

The checker system commonly used throughout the country, whereby the assistant scorers rapidly record the numbers of each contestant called by the chief judge of finish as the runners cross the finish line, proves inadequate to cope with this particular situation. Regardless of the fact that the chief judge may have been carefully selected for his experience in this field and his ability to formulate rapid-fire judgment at the tape, and that he has been given the assistance of three efficient scorers, difficulties of inaccuracy are encountered. Contributing to this inaccuracy may be the bunching of athletes at the finish, a broken lead pencil, a lost contestant's number, or a shower of rain. A slight mistake in scoring one man out of his proper place may not be serious in the individual scoring of a large entry, but it plays havoc when it comes to compiling the several team scores.

It was due to these errors that the authorities in charge of the Michigan State Interscholastic Championship Run abandoned the checker system of scoring and adopted the card scoring system, which is similar to the disc system used in England but which has slight changes to suit the particular situation.

In operating a place card system of scoring, it is necessary to erect at the finish line a cone-shaped funnel of movable wooden barrier or fence, built in sections. These sections should be built of light, substantial wood, so as to facilitate quick erection and removal by the inspectors when there are two or three separate races to be run. In case of only one race, the funnel may be erected by means of ropes and iron stakes. In general, the mouth or

large opening of the funnel should be 20 to 24 feet in width, beginning at the finish line and extending 36 feet beyond and gradually diminishing in width to a point where it terminates in a lane 3 feet wide and 75 feet long. This cone-shaped funnel may be set up in an open field or on the running track. The width of the funnel and length of lane are determined somewhat by the number of entries in the run. The width of the funnel must allow enough room to permit the finishing of several runners in groups, and also to accommodate the assistant judges within the enclosure.

Previous to the start of each race, the contestants are informed as to the scoring system and are requested to keep on their feet and to continue on down through the funnel as directed by the assisting judges. Each athlete is given two linen-backed cards having identical numbers, one card for the front and one for the back of his shirt. These must be worn during the race in order to assist the judges at the finish. It has been found that linen-backed cards are the only satisfactory type for cross-country races, as paper cards may rip off during the course of the run, especially if there happens to be a wind.

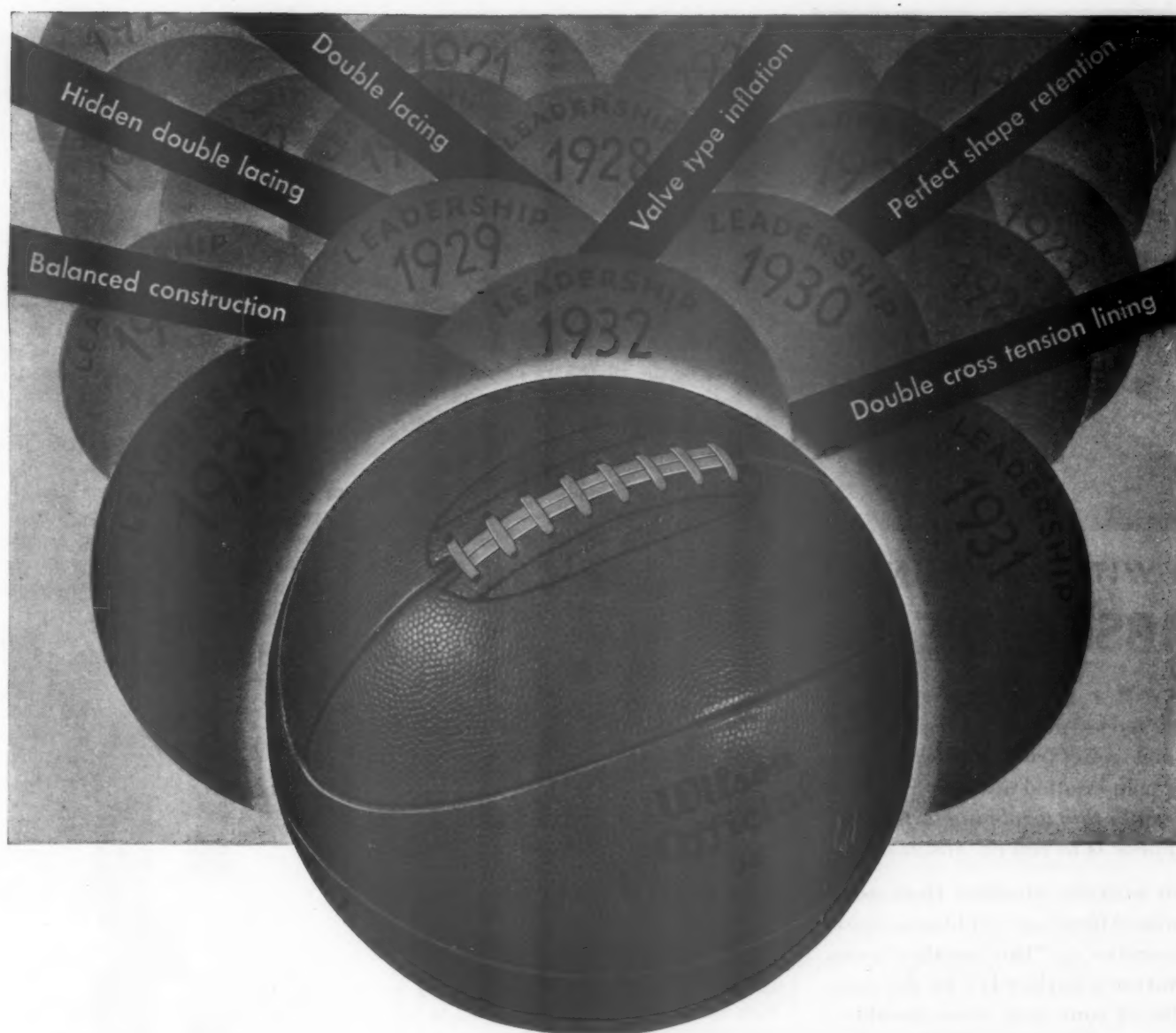
The chief judge takes his position on an elevated stand at the finish line, where he can secure an unobstructed view of the runner at the finish. As the contestants cross the finish line, the chief judge calls out in a distinct tone of voice the number appearing upon the chest or back of the runners. It is then the duty of the ten assistant judges, who have been carefully tested as to their mental and physical reactions, to place the contestants in the order called and escort them on the run down to the smaller end of the funnel which terminates in the narrow lane. This work of the assistant judges of placing the athletes in the proper order and escorting them to the lane is vital to the success of this particular plan of scoring. The assistant judges must keep the contestants moving rapidly down the funnel until they reach the entrance to the lane so as to prevent a jam of athletes in the mouth of funnel. These judges by quick efficient work can keep the funnel clear of contestants, thereby always leaving available two or three of their number to handle incoming runners.

Once the athletes are in the lane, they are allowed to slow down and move forward more leisurely, but are prevented

FOR the past thirteen years, the author of this article has been Director of Track and Field Athletics and Professor of Physical Education in the Michigan State Normal College at Ypsilanti. He served as advisory coach on the 1932 United States Olympic Team. Because of his interest in cross-country running, he has been instrumental in establishing and promoting this activity among the high schools of Michigan. College teams coached by Mr. Olds have won eleven consecutive Michigan State Intercollegiate Championships in cross-country. The author of a text on track and cross-country running, Mr. Olds has written numerous articles on these sports.



Lloyd W. Olds



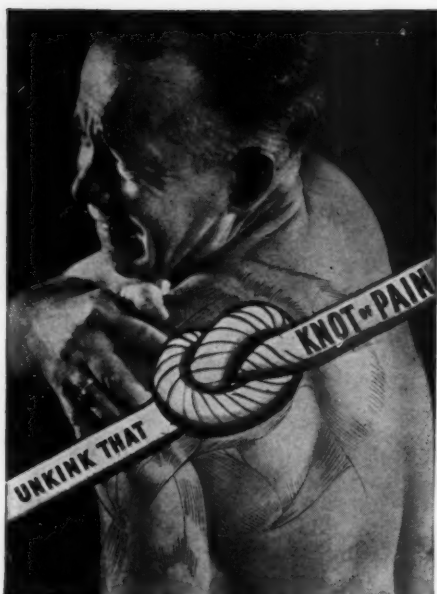
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from getting out of order by the narrowness of the lane and the inspectors placed along the outsides of the fence or barrier. Stationed about half way down the lane is the clerk of course, holding the official place cards numbered from 1 upwards, as many cards as there are runners in the race. He hands the first runner card No. 1, the second runner card No. 2, and so on. After securing his place card, each competitor proceeds onward to the end of the lane, where he surrenders his card to the assistant scorer seated at a table. As the scorer is handed the card by the athlete, he notes the number appearing on the chest or back of the contestant's shirt and records it on the card in a space provided for this. These place cards are 4 by 6 inches.

This method of scoring a cross-country race in an orderly and unhurried manner is not only conducive to correct results but has a splendid physiological effect on the competitors, as they are not permitted to cease physical exertion abruptly.

To avoid confusion, these cards are printed in three colors, and the name of the division, A, B or C, is printed at the top. When the race is completed, every place card is in its correct order with the contestant's number upon the card representing the place he finished in the race. As an example, competitor No. 15 finished in seventh place in Class A, all of which would appear on No. 7 place card at the completion of the race. A rubber band is slipped around the pack of cards and sent by messenger to the chief scorer located in the scoring room adjacent to the contestants' dressing room.

Official time is successfully taken for the first twenty contestants finishing in each class by two officials assigned to this particular duty. One, by means of a split second stop watch calls off the time of each athlete as he crosses the finish line, while the second official records the time in order on the official time sheet for each division.

Previous to the races the scoring room has been set up to facilitate a speedy recording of individual and team winners. A small section of the room is roped off, and blackboards, made of long strips of beaverboard painted black, are placed on

the wall inside the section about seven feet from the floor. An elevated platform is placed below the board for use of the officials while tabulating the score with chalk. The roped-off section with elevated blackboards makes it possible for contestants, spectators, representatives of the press or anyone else interested in the race to secure the results immediately after each race without interfering with the officials assigned to the tabulation of the official score.

On the blackboards, in all classes, under the heading "Order of Finish," the competitors' numbers are written in order from 1 upwards, as many numbers as there are contestants entered in each class. Under the heading "Team Score" appears the name of each team and under each team the name and contestant number of each individual of that team. Immediately upon receiving the pack of place cards from the hands of the messenger dispatched from the scene of the race, a scorer writes the records as compiled by this system of



A sample score card. The number of the contestant was written in at the finish of the race.

This shows the finish of a cross-country run. In the right section of the picture are a contestant (in white) and an assistant judge (in the dark clothing). The assistant judge is preparing to escort the contestant down to the smaller end of the funnel. The white bars of the movable wooden fence forming this funnel may be seen to the right of the contestant. Farther along the funnel may be seen another contestant (in white), whose right arm is in the grasp of another assistant judge.



place cards under the "Order of Finish" of that particular division, or race, appearing on the blackboard. A second official writes in the athlete's name and team from the master sheet, which is drawn up by the clerk of course at the time of assigning numbers to contestants. When the "Order of Finish" is fully completed, it is a simple matter for one official to interpret the data from the "Order of Finish" results, while a second official records the place number opposite each contestant under the respective teams and adds the points for each team to determine its standing in the race.

It has been found over a period of several years' experience that three efficient scoring officials can compile the results of a cross-country race composed of eighty runners and twelve teams in about fifteen minutes. In other words, the contestants, by the time they reach the dressing room, may learn immediately how they finished, find out their team score, and receive their trophies, if any are to be awarded.

If it is necessary to complete the score at the finish in the open, it is a simple matter to place the scoring set-up on cardboards for the convenient use of the officials. However, over a period of ten years of experience in connection with the management of ten Michigan State Interscholastic Cross-Country Championships and one large National Amateur Athletic Union Championship, the scoring room has proved to be very satisfactory to all those concerned. Regardless of how complicated the description may seem, the place card system of scoring large cross-country events is the speediest and most efficient yet devised in this country.

High School Football Offense

(Continued from page 16)

passing the ball backward or laterally to 1 as he goes. Back 1, upon receiving the ball, retreats quickly and passes to 4, who has delayed before going out. The two ends go down as possible receivers.

The play shown in Diagram 30 and variations of it are being used by several Texas schools. The ball goes to 1, who fakes to 2, but gives the ball to 3. Back 3 then crashes over center. The left tackle and guard team on the opposing guard. The right guard and the center team on the guard opposite them. Back 4 and the right tackle go through to take out the defensive center and fullback. The left end goes down for the safety man.

GORDON SPROTT of Humphres High School, Itta Bena, Mississippi, reports that almost all teams in his district use the seven-man line on defense, although they employ a running, passing game. The single wing-back offensive formation is the favorite. Coach Sprott is attempting to develop successful teams in all four major sports: football, basketball, track and baseball.



TACKLING and BLOCKING

accidents of football can never entirely be prevented, any more than can injuries in other lines of sport. But it is an unusual injury that will not respond to adequate treatment.

When a knee, shoulder or ankle, is sprained, or muscles are badly bruised, no better first-aid measures can be adopted than the prompt application of Antiphlogistine.

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Possibilities of the Fast-Break Offense

ORIGINALLY basketball offense consisted entirely of the fast-break attack, mainly because the man-to-man defense was employed by defensive teams all over the floor. As the mass defense came into the game, teams started using a combination of fast-break and set plays.

The theory of the fast-break is to advance the ball either by passing or dribbling down the floor before the defense has had time to get set. Good fast-breaking teams consist of players who are excellent ball-handlers, skillful dribblers and clever passers. Teams with this type of player may use the fast-break almost entirely. Teams that are not so fortunate in having this type of player are forced to use set plays and resort to the rebound game.

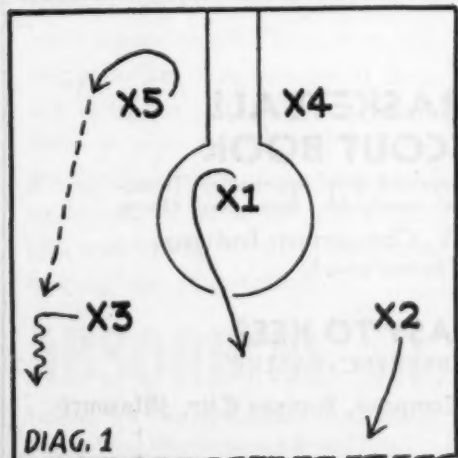
The fast-break usually starts after a shot from the field has been taken and missed, and the ball has been recovered off the backboard, or it may begin after an interception, or following a free throw that has been attempted and missed.

Fast-Break from Rebounds

DIFFERENT teams use different ways of fast-breaking from the backboard. Some send their players down the floor in straight lines, while others have the men crisscross. Some advance the ball down the floor by passes, while others use the dribble.

There are several ways of starting the fast-break. Usually it is started by having a guard pass the ball to one of the two forwards, who are in position to break quickly down the floor. The pass from the guard is usually a hook pass, or a pass similar to the throw used in playing baseball.

In Diagram 1, X5, a defensive guard, has taken the ball on the rebound, pivoted toward the side line and hooked the ball



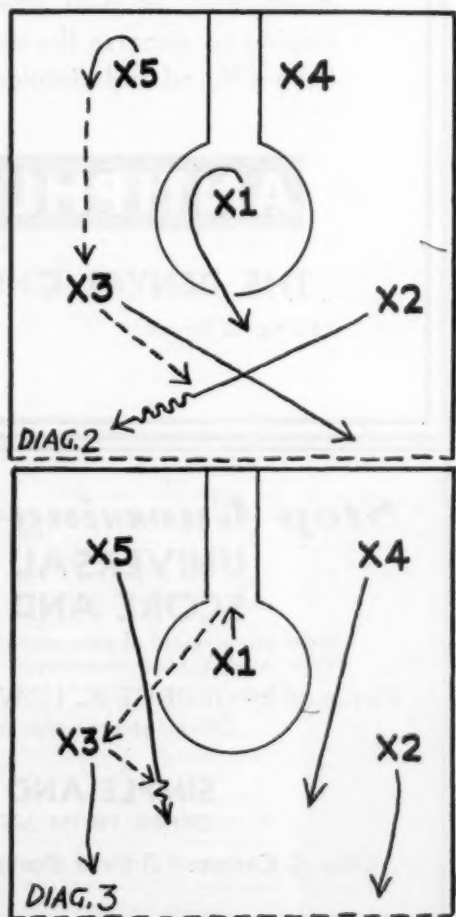
By Arthur C. Lonborg
Basketball Coach, Northwestern University

to the protected area between forward X3 and the side line. After taking the ball from X5, X3 may pass to either X1 or X2, or he may dribble. If the guard, X5, is not in position to pass to X3 immediately, he may dribble to the corner and then hook a pass to X3. In this diagram the three front men break in straight lines.

In Diagram 2, the guard, X5, passes to forward X3. X2 cuts diagonally across the court and receives a pass from X3. X3 immediately follows his pass. X1 whirls and drives down the center of the court.

In both these attacks, three men are usually involved in bringing the ball down the floor. Some teams attempt to carry the ball in for short shots, while others stop and shoot from farther out.

In Diagram 3, four men figure in the fast-break. X1, the center, takes the ball on the rebound and passes to X3. X4 and X5 break as indicated. X3 passes to X5 and breaks wide down the floor. X5 may then dribble or pass to X2, or X3.



Fast-Break After Free Throw Attempt

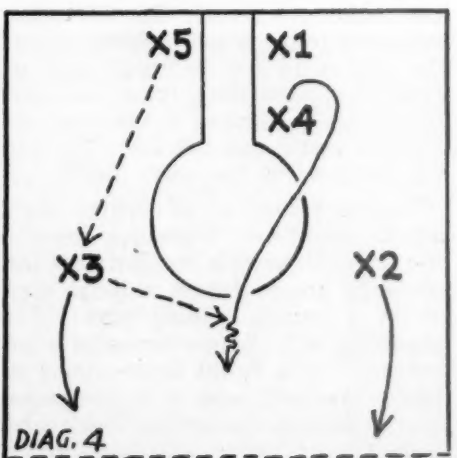
IN Diagram 4, X5 recovers the ball after the free throw has been missed. He passes out to X3. X2 cuts wide. X4 whirls and drives down the center. X3 may dribble or pass to X4 or X2. It is also possible for X3 to crisscross with X2, as indicated in Diagram 2.

Fast-Break from Interception

THE fast-break following the interception of a pass may occur at any place on the floor. The team making the interception should break quickly from the defense to the offense, as it may thus gain the advantage of two-on-one or three-on-two.

Defenses Against Fast-Breaks

TEAMS defend against fast-breaks in different ways. Some teams attempt to prevent the ball from being passed out by closely guarding the man who recovers it off the backboard. Others guard the two front men to prevent them from receiving the pass out. There are some teams that, when playing a dangerous fast-breaking team, use only two men for follow-up work, keeping three men back for defensive purposes. I have known teams that simply played a long shot game, all five men dropping back in defensive territory. This type of defense is usually employed by defensive teams playing against teams whose offense consists wholly of the fast-break. Defensive players meeting teams that use the dribble for bringing the ball down the floor should stop the dribbler as soon as possible. The guards must be well drilled in guarding two or more men coming down the floor, which demands much practice on two-on-one and three-on-two.



Athletic Wounds

By Dave Woodward
University of Minnesota

IN treating face wounds stop bleeding by applying pressure. Use a sterile gauze pad for this. Use mercurochrome, 4 per cent. Draw the wound together with narrow strips of adhesive plaster. Have the attending physician examine the wound. If the wound is deep, spray it with S. T. 37, using an atomizer.

We seldom have face wounds stitched. We draw the wound together with narrow strips of tape, a procedure which is approved by our physicians.

To dress the wound for practice, apply a layer of gauze the size of the wound and a thin layer of cotton over the gauze. Paint with collodion. You will find that the dressing will become hardened and will stay in place until after practice.

Scalp Wounds

STOP bleeding by pressure with a sterile gauze pad. Cut the hair and shave around the wound. Do not allow any stray hair to get into the wound. Wash thoroughly with antiseptic soap. Dry and paint well with mercurochrome, 4 per cent. Bandage with head bandage or try to apply a collodion dressing. This type of dressing is difficult to apply, and this type of wound will generally require stitching.

Wounds on Arms and Legs

TO stop the flow of blood, use a pad with pressure. If this is not sufficient, apply a tourniquet around the limb with a pad over the artery. Call your attending physician at once.

For skin bruises on the shins, apply heat. If there is an abrasion, paint the bruise with 4 per cent mercurochrome. Dress with ichthyol packs overnight. Injuries to this part of the leg should be dressed carefully each day and protected for scrimmage with a shin guard.

Infections

SCALD your scalpel (surgical knife) with boiling water. Wash the infected part with grain alcohol. Make a small opening with your scalpel and apply wet packs of boric acid, hot. These hot applications should last from thirty minutes to a half hour. Sometimes, if infection is bad, the heat treatments should be of longer duration. Dress with mercurochrome, 4 per cent, and sterile gauze. Bathe the infected parts every day in hot boric acid solutions. Re-dress every day. Have your physician examine the infection. We are using hexylresorcinol (S. T. 37) at the present writing as one of our leading antiseptic solutions.

Take the player's temperature, and, if he is running a temperature, place him in your physician's care at once.

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Football on the Grade School Playground

By Ted Hicks
Junior High School, Rupert, Idaho

ONE hundred eighty boys at the first noon recess of the school year are gathered on a small playground. Without preliminary explanation, all boys of grades six, seven and eight are lined up. Setting up exercises are followed by demonstrations of punting. Only simple kicking and catching of punts are given the first week.

The idea of the baseball game known as "work-up" is the means used to motivate skill exercises. Two kickers and a center are chosen. The receivers must have two "bouncers" to equal a "fly." Two "flies" or their equivalent advance the receiver to center, the center advancing to kicker. The kicker joins the receivers.

At the start of the second week a single blocker and a rusher are added to "work-up." If the rusher blocks a kick, he changes places with the blocker. The rusher goes back to receiving if he fouls the kicker. A boy advances from receiver to rusher, to blocker, to center, to kicker.

With the "work-up" idea, many variations suggest themselves. If the group is large, I have found it best to let the boys keep their count when a player advances.

During the third week the group is culled and sized. Boys not interested in tackling and those physically unfit are given a place in which to play more variations of "work-up." The heavyweights, middleweights and lightweights are given squad grounds for blocking and tackling practice.

At some time during the fourth week, mimeographed plays are given. Squads divided into teams run signals and take part in dummy scrimmage. By the fifth week, student managers and team captains have affairs in their hands.

Wear on clothing is diminished in several ways. No drill work is given in the rolling block or in rolling on the ball, although boys fall on the ball a few times. Tackling above the belt line is penalized. In the modified grass drills which supplement setting-up exercises after the fourth week, boys support their bodies on their hands and feet.

The ball is placed midway between side lines after each play on narrow grounds. Boundaries are made by shoveling a narrow, shallow trench. Managers can help with this, once the ground is divided.

Some rubber companies are making a valve football of rubber that shows promise as playground equipment. Rubber seems to resist the wear of our sandy soil better than leather.

All grass drills, exercises and formal work are given at the noon recess. Help at other times is personal and informal. I use upper grade boys to coach all grades below the fifth.

For special games, the entire ground is used. The boys who are not participants become spectators.

Correction

IN the reading matter for Diagram 25, on page 19, of the October, 1934, issue of this publication there was a mistake which was apparent to some readers but which needs correction if others are to understand the interpretation of the diagram. The sentence read: "Team B may elect a safety or may decline the penalty and keep the ball." "Team A" should be substituted for "Team B." The mistake was in the original copy and was not detected before publication. To the explanation originally with the diagram, this explanation should be added: It should be noted that if the fumbled ball strikes the ground, the ball is dead when recovered by Team B and is an automatic touchback.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF MARCH 3, 1933

Of THE ATHLETIC JOURNAL, published monthly, except July and August, at Chicago, Illinois, for October 1, 1934.

State of Illinois, } ss.
County of Cook }

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared John L. Griffith, who, having been duly sworn according to law, deposes and says that he is the Editor of THE ATHLETIC JOURNAL and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are: Publisher, JOHN L. GRIFFITH, 6858 Glenwood Ave.

Editor, JOHN L. GRIFFITH, 6858 Glenwood Ave. Managing Editor, JOHN L. GRIFFITH, 6858 Glenwood Ave.

Business Manager, JOHN L. GRIFFITH, 6858 Glenwood Ave.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

JOHN L. GRIFFITH, 6858 Glenwood Ave.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is..... (This information is required from daily publications only.)

Sworn to and subscribed before me this 24th day of October, 1934.

(SEAL.) CHARLES A. SCHMITT.
(My commission expires February, 1938.)

THE ATHLETIC JOURNAL



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